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ABSTRACT

Part 13 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the advisory role of the consultant. Four competencies are considered: (1) that a curriculum consultant should be capable of functioning in an advisory role; (2) that a curriculum consultant should be capable of establishing him/herself as an obvious resource to personnel encountering problems related to curriculum for exceptional children; (3) that a curriculum consultant should be capable of analyzing curriculum related problems and determing the possible consequences of the problems, personnel affected, and personnel having responsibilities for receiving the problem; and (4) that a curriculum consultant should be capable of developing a plan of action for resolving curriculum problems. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the four competencies. (PHR)

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Special Project

PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 13.0 Advising / Curriculum

Competency 13.1 A curriculum consultant should be capable of functioning in an advisory role.

December 1973

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Bureau of Education for the Handicapped
Division of Training

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 13: Advising / Curriculum

MODULE ELEMENT SCOPE:

This module element is designed to serve a three-fold purpose. First, activities are provided to develop one's skills in the establishment of rapport in advisement situations. This skill is considered prerequisite to adequate functioning in any advisement situation. Second, activities are provided which are designed to develop one's skill in the application of advisory techniques. And, lastly, activities are provided to aid consultants in maintaining rapport until a problem situation is resolved. Activities are designed to acquaint you with a body of knowledge relevant to these topics, as well as to provide you with application of these skills. However, this module element should not be considered an end in itself but rather a starting place for you to independently increase your skills in handling advisement situations.

MODULE ELEMENT SPECIFICATIONS:

Competency 13.1: A curriculum consultant should be capable of functioning in an advisory role.

Competency Component:

13.1.1 To assist the trainee in establishing rapport in advisement situations.

13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			13.1.1.1 The trainee will be able to differentiate between situations warranting advisement and situations warranting alternative approaches, such as in-service training, immediate decision, or no attention.	
			13.1.1.2 The trainee will be able to describe at least four conditions under which advisement would most likely be a suitable intervention.	
			13.1.1.3 The trainee will be able to describe five prerequisites to an advisement situation necessary for the establishment of rapport.	
			13.1.1.4 The trainee will be able to describe an optimal conference climate.	
			13.1.1.5 The trainee will be able to guide advisees in clarifying stated problems.	
			13.1.1.6 The trainee will be able to demonstrate reinforcement techniques applicable to advisement situations.	
			13.1.1.7 The trainee will be able to discuss the importance of establishing rapport in an advisement situation.	
			13 1.2.1 The trainee will be able to describe advisement situations for which the following information dissemination techniques would be applicable: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation.	
			13.1.2.2 The trainee will be able to describe appropriate uses for the following information dissemination techniques: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation.	
			13.1.2.3 The trainee will be able to demonstrate the ability to employ each of the following techniques given a simulated advisement situation: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation.	
			13.1.2.4 The trainee will be able to discuss the importance of selecting the most appropriate information dissemination techniques for particular advisement situations.	
			13.1.3.1 The trainee will be able to differentiate between long-term and short-term advising situations.	
			13.1.3.2 The trainee will be able to identify cues which suggest that the advisee desires additional assistance.	

BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT
(Continued)

Pre-assessment Performance	Activity Performance	Post-assessment Performance		Cross-Reference
			13.1.3.3 The trainee will be able to assist advisees in devising alternate solutions to problems.	
			13.1.3.4 The trainee will be able to describe procedures for acquiring feedback on advisement situations.	
			13.1.3.5 The trainee will be able to describe procedures for bringing closure to three different simulated advisement situations.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

13.1.1.1.A	13.1.2.3.C
13.1.1.1.D	13.1.2.3.D
13.1.1.3.A	13.1.2.3.E
13.1.1.3.B	13.1.2.3.G
13.1.1.3.C	13.1.2.3.I
13.1.1.4.A	13.1.2.4.A
13.1.1.4.D	13.1.3.1.A
13.1.1.5.A	13.1.3.1.C
13.1.1.5.D	13.1.3.2.A
13.1.1.6.A	13.1.3.2.B
13.1.1.6.B	13.1.3.3.A
13.1.1.6.C	13.1.3.3.B
13.1.2.1.A	13.1.3.4.A
13.1.2.1.B	13.1.3.4.D
13.1.2.2.A	13.1.3.4.E
13.1.2.3.A	13.1.3.5.A
13.1.2.3.B	13.1.3.5.B

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objectives:

13.1.1.1 The trainee will be able to differentiate between situations warranting advisement and situations warranting alternative approaches, such as in-service training, immediate decision, or no attention.

13.1.1.2 The trainee will be able to describe at least four conditions under which advisement would most likely be a suitable intervention.

13.1.1.3 The trainee will be able to describe five pre-requisites to an advisement situation necessary for the establishment of rapport.

13.1.1.4 The trainee will be able to describe an optimal conference climate.

13.1.1.5 The trainee will be able to guide advisees in clarifying stated problems.

13.1.1.6 The trainee will be able to demonstrate reinforcement techniques applicable to advisement situations.

13.1.1.7 The trainee will be able to discuss the importance of establishing rapport in an advisement situation.

Competency Component: 131.1 **To assist the trainee in establishing rapport in advisement situations.**

Behavioral Objective: 131.1.1 **The trainee will be able to differentiate between situations warranting advisement and situations warranting alternative approaches such as in-service training, immediate decision, or no attention.**

Enabling Activities	*Resources*	*Comments*
131.1.1 In order for one to differentiate between situations warranting advisement and situations warranting alternative approaches, it is necessary for the curriculum consultant to have clear definitions of terms. The following activities will provide you with these definitions, as well as other prerequisite information necessary in determining appropriate alternatives for curriculum problems. 131.1.1.A Are there differences between the terms advisement, counseling, and consultation? Look up each of these terms in the dictionary. Compare and contrast the terms. After you have done this, go to the library and find three sources which use these terms. At least one of these sources should be from outside the area of education (e.g. business). Do these sources appear to distinguish between the terms or do they tend to use the terms synonymously? Do you feel there is or	131.1.1.A Resource File (1) Access to library. (2) Dictionary	Introductory texts on supervision or administration in education are generally sources for this activit

Behavioral Objective Continued:

13.1.1.1.A (continued)

should be any difference or distinction made between the terms? Write a short paragraph explaining and justifying your feelings on this issue. Define in your own words the term "advisement" as you feel it would be most appropriate for a curriculum consultant.

13.1.1.1.B

Advisement is not always the best or most feasible means for a curriculum consultant to deal with curriculum problems. For example, a teacher trained in an area outside of special education would undoubtedly need more than mere advisement, even if this advisement were to be fairly long term. Rather, in-service training or retraining would appear to be the most appropriate alternative in this case. Below are listed some alternatives to advisement. For each of these listings, give three examples in which the alternative would be appropriate.

(1) In-service training
(2) Enrollment in a college or university to take a course
(3) Referral to the professional literature (Exceptional Children, American Journal of Mental Deficiency, etc.)
(4) Referral to community sources or agencies (e.g. parent groups, United Cerebral Palsy, etc.)

Behavioral Objective Continued:

13.1.1.1.B (continued)

(5) Referral to sources within the school district (e.g. school psychologist, social worker, etc.)
(6) Referral to sources within the school (e.g. reading specialist, vocational adjustment counselor, etc.)
(7) Teacher meeting (meeting(s)with teachers to get together and discuss common problems and possible solutions.)
(8) Special workshops or institutions

13.1.1.1.C

What other alternatives might there be to advisement which are not listed above? Prepare a list of these alternatives, discussing briefly what each would entail. Also, give at least one example as to when each of these alternatives would be appropriate.

13.1.1.1.D

In Resource File 13.1.1.1.D, you will find a series of brief case studies describing typical curriculum problems which special education teachers might face. After reading each case study, suggest the course of action you believe would be most appropriate for solving this problem. Write a short explanation justifying your reasoning in determining the course of action.

Resource File 13.1.1.1.D

List of case studies

Behavioral Objective Continued:

13.1.1.1.E

Using the same case studies you used in 13.1.1.1.D, rate each one as to the urgency of intervention on the following scales:

(1) requires immediate action
(2) requires action in the near future
(3) requires action at a later time
(4) requires no action.

After you have made your decision on each case, rank the case studies in terms of their urgency and briefly explain the rationale for your rankings. Remember, a curriculum consultant often has a tight schedule; hence, it is very important to set priorities.

Resource File 13.1.1.1.D

List of case studies

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.1 The trainee will be able to differentiate between situations warranting advisement and situations warranting alternative approaches, such as in-service training, immediate decision, or no attention.

Activity No.	*Evaluation Criteria*
13.1.1.1.A	In this activity, the trainee was asked to compare and contrast the terms advisement, counseling, and consultation. In addition, the trainee was to arrive at his own definition of advisement ment which would be relevant for a curriculum consultant. The trainee's response should indicate that he recognizes the terms are often used as synonyms and that the terms differ mainly in terms of their connotations. The trainee's definition should indicate that advisement is an opinion given as to what to do or how to handle a given education problem or situation.
13.1.1.1.B	The trainee was asked to give three examples of situations in which various alternatives to advisement would be appropriate. In evaluating the trainee's responses, one should be concerned with the relative advantages and disadvantages the alternative has for the example given, rather than absolute right or wrong responses. For example, in-service education would be valuable for increasing the skills of minimally certified teachers. However, in-service alone would be insufficient for retraining persons trained in other areas,though it might be useful as supplementary training while the person was retrained at a college or university.
13.1.1.1.C	In this activity the trainee was requested to think of alternatives to advisement in addition to those listed in activity 13.1.1.1.B. As such, this should be considered a brainstorming activity,and rigid evaluation is not necessary. Creativity should be encouraged,although unusual alternatives should be examined in terms of their feasibility.
13.1.1.1.D	The trainee is required to propose what he believes is the best course of action to be taken in regard to a hypothetical case study and to justify his solution. As with activity 13.1.1.1.B, there may be more than one correct alternative. Hence, with this activity it is especially important to consider the student's justification for his choices. For example, in case study one Mrs. Smith was an elementary teacher for ten years prior to being reassigned to a primary level educable mentally retarded class. Mrs. Smith complains that her students just don't seem to be learning. On the basis of this limited information, it might be assumed that Mrs. Smith has unrealistic or exceptionally high goals for her class (having

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.1 The trainee will be able to differentiate between situations warranting advisement and situations warranting alternative approaches, such as in-service training, immediate decision, or no attention.

Activity No.	*Evaluation Criteria*
13.1.1.1.D (continued)	previously taught normal children for 10 years). Valid alternatives might range from visits and discussion with other primary E.M.R. teachers to charting or recording systems in order to determine whether the students' failure to learn is a fact or merely an illusion.
13.1.1.1.E	In this activity the trainee is to rate and rank order the case studies represented in activity 13.1.1.1.D in order of their urgency of intervention and to justify his reasoning for the ranking. In evaluating the trainee responses, it is the reasoning rather than the rating or order that is the most important factor. Despite disagreements between individuals as to the urgency of the various problems, the trainee's response should indicate that he is aware of the myriad of problems encountered by curriculum consultants, as well as the pressures to set priorities. Moreover, the response should indicate that often these priorities are set on the basis of the consultant's briefs and assumptions with little actual information as to the details of the case.

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.2 The trainee will be able to describe at least four conditions under which advisement would most likely be a suitable intervention.

Enabling Activities	*Resources*	*Comments*
13.1.1.2 This objective is basically a refinement of the skills you developed in the previous section in differentiating between situations warranting advisement and those warranting alternative approaches. However, in these exercises you are to specify the basic or essential elements and conditions on which you made your decisions. 13.1.1.2.A In activity 13.1.1.1.D, you were to read case studies and decide the best course of action for solving the problems presented. Reread each of these studies, as well as your solutions. After the rereading, prepare a list of all the elements or conditions which you believe were pertinent in your determination of the course of action that was to be taken in each case study. Try to remember every factor which led to your decisions. Are there any factors which seem to be unique to a particular education alternative? Are there any factors which appear to be common to all problems regardless of solution? If so, list them.		

Behavioral Objective Continued:

13 1.1.2.B

Interview a curriculum consultant or other resource-type person in order to obtain his criterion for determining the solution to curriculum problems. After this interview, write a short paper comparing and contrasting your opinion with that of the person you interviewed. List areas of agreement, as well as areas of disagreement, for future use.

13 1.1.2.C

Based on the information you gained in the previous two activities, prepare a checklist which would aid you in determining conditions under which advisement would most likely be a suitable intervention.

Don't forget to write the person you interviewed a short note thanking him for his time and effort.

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.2 The trainee will be able to describe at least four conditions under which advisement would most likely be a suitable intervention.

Activity No.	*Evaluation Criteria*
13.1.1.2.A	This activity is basically an expansion of activity 13.1.1.1.D. The trainee was asked to list every factor which might have had an effect on his decision as to the course of action to be taken in a case study. As little information was actually given in the situation, the trainee must read into the situation many of his beliefs and assumptions. The trainee response should indicate that complex factors can be involved in even the simplest curriculum problem. It would also be well to discuss with the trainee perceived assumptions and presumptions concerning curricular situations.
13.1.1.2.B	In this activity, the trainee is to interview a curriculum consultant in order to determine the criterion used by this professional in proposing solutions to curricular problems and then compare this person's procedure with his own. The trainee's response should indicate that he is aware that most professionals have developed a relatively formalized step-by-step procedure in attacking potential problems.
13.1.1.2.C	Based on information gained in previous activities, the trainee was to prepare a checklist which might aid in distinguishing between a situation under which advisement would be a suitable intervention. While trainee checklists will vary greatly, a useful one should answer at least the following questions: (1) Does the situation warrant intervention? (2) Are there persons or agencies outside of the curriculum consultant who could better handle the problem? (3) Are there alternatives to advisement which might be more effective? (4) Is the problem within the auspices of the curriculum consultant?

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.3 The trainee will be able to describe five prerequisites to an advisement situation necessary for the establishment of rapport.

Enabling Activities	*Resources*	*Comments*
13.1.1.3 The previous two sections of this competency component were aimed at developing your skills in differentiating between situations warranting advisement and those warranting alternative approaches, as well as describing the conditions under which advisement would be the most suitable solution. However, despite your ability to read consultative situations, you will be unable to function in an advisory role if you are unable to establish rapport with your counselors. Thus the following activities are aimed at helping you to determine the prerequisites necessary for the establishment of rapport in advisement situations. 13.1.1.3.A In Resource File 13.1.1.3.A you will find four brief articles describing prerequisites to effective communication and the establishment of rapport in administrative and quasi- administrative situations. Read each of these articles carefully and briefly summarize the major parts made in these articles.	Hochbaum, G.M. Modern Theories of Communication, In B. Harris, Supervisory Behaviojor in Education, Englewood Cliffs, N.J. Prentice Hall, 1963, p. 246. Culbertson, J. Recognizing roadblocks in communication channels. In B. Harris, Supervisory Behavior in Education. Englewood Cliffs, N.J.: Prentice Hall, 1963, p. 262. Morphet, E. Perspective on cooperative procedures. In B. Harris, Supervisory Behavior in Education, Englewood Cliffs, N.J.: Prentice Hall, 1963, p. 246.	I.M. #13.1, Page 19

13.1.1.3.A (continued)

13.1.1.3.B

Stoops and Rafferty (1961, p. 446) suggest that, "The supervision operates within the framework of this philosophy as a consulting expert; his services are available freely to all, but are imposed upon none." The implication of this quote for curriculum consultants would be for them to advise but not to dictate. Briefly discuss this issue in terms of establishing rapport in advisement situations.

13.1.1.3.C

In the resource column to the right under 1 .1.1.3.C, you will find a list of "Do's and Don'ts" for establishing rapport in advisement situations. After you have read this list, record the following sentences into words which would be more amenable to the establishment of rapport.

1. "You should not have given Johnny so much work at one time. You caused him to become frustrated and thus give up too soon."

2. "The thing for you to do is to spend more time preparing lessons. If you do this, you won't have to worry about your creating discipline problems by failing to provide for exciting lessons."

Chapter Ten. In L.C. Wilson, T.M.Byar, A.S. Shapiro, & S.H. Schell, Sociology of Supervision. Boston: Allyn & Bacon, 1969.

Resource File 13.1.1.3.B

Stoops, E. & Rafferty, M. L. Practices and trends in school administration. Boston: Ginn, 1961, p. 446.

13.1.1.3.C

Do's and Don'ts for Establishing Rapport

(1) Don't be negative. Do be positive. For example, state "Teachers should be aware of student needs" as opposed to "Teachers should not be insensitive to student needs."

(2) When discussing problems, emphasize the problem, not the person having them. For example, "The problem here seems to be" rather than "You seem to be unable to."

(3) Do advise. Don't dictate. For example, "I've found this to be helpful in handling similar problems" as opposed to "You should do."

(4) Do be a good listener. Don't provide solutions before you understand the problem.

Behavioral Objective *Continued:*

13.1.1.3.C (continued)

3. "You should definitely try this. If you don't, you will only have yourself to blame."

13.1.1.3.D

While the previous activities have dealt primarily with the advisor, the advisee also plays a role in the establishment of rapport. What are the advisee's responsibilities in this regard, and what are the minimum prerequisites he must bring to an advisement situation?

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.3 The trainee will be able to describe five prerequisites to an advisement situation necessary for the establishment of rapport.

Activity No.	*Evaluation Criteria*
13.1.1.3.A	The trainee was to read and briefly summarize the major points of the four articles. The following summaries should aid in evaluating trainee responses. (1) Culbertson, J. Recognizing roadblocks in communication channels. This article considers problems in communication which result from barriers to communicate. Three categories of communication barriers are discussed: (a) those relating to words (problems in denotation and connotation), (b) those relating to the communicator, and (c) problems relating to communicatees. The author suggests the necessity of good listening and observation skills in order that individuals might perceive the meaning of both word symbols and behavior. (2) Morphet, E. Perspective on cooperative procedures. Morphet considers three types of cooperation: authoritarian, controlled, and voluntary. In authoritarian cooperation, the leader commands and the workers carry out the command. Controlled cooperation is similar to authoritarian cooperation but, rather than dictating commands, the leader manipulates his workers to assure they arrive at his preconceived decisions. In voluntary cooperation, a democratic system is followed. The author suggests that voluntary cooperation is the only sound objective in terms of the ultimate value to individuals and to humanity. (3) Hochbaum, G. M. Modern theories of communication This article considers various principles from behavioral science which have special relevance to professionals who must communicate with groups with whom they normally have little personal contact. These principles are as follows: (a) Made to Fit the Audience. Communication will be more effective if it fits into the already existing framework of attitudes, interests, and needs of the people it is to affect. (b) Proper Timing. Readiness to learn may fluctuate in response to various events. Hence, proper timing can greatly increase the effectiveness of communication.

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.3 The trainee will be able to describe five prerequisites to an advisement situation necessary for the establishment of rapport.

Activity No.	*Evaluation Criteria*
13.1.1.3.A (continued)	(c) Post-Action Learning. Readiness to learn increases after a person has just carried out actions which are consistent with the ideas one wishes him to learn. (d) Follow-Up Communication. Learning and motivation stimulated by communication tend to level off with time. Hence, short, disconnected, or random communications will be less effective than well planned and well integrated continuous discourses. (e) Role of Anxiety. While anxiety and fear are easily aroused, they are motivating factors that have been extensively used in the past. In short term efforts, they may not be worth the potential danger. (f) Mass Media. Mass media is most effective in spreading information to persons already interested and motivated to translate their motivations into actions. While a useful tool, mass media should not be used so exclusively that it prevents the material communication of personal contacts. (g) Persuasion vs. Education. The effects of education are more long lasting and effective than mere persuasion. (4) Wilson, et.al. Spirals of change. A heuristic model is described by which institutions change. The models suggest that self-concepts, roles, interpersonal relationships, and the decision-making processes become linked as elements in social change. The role each of these plays, as well as issues and assumptions according to man and society, are discussed.
13.1.1.3.B	The trainee was asked to discuss the issue of advising vs. dictating as it relates to the establishment of rapport. There is no right or wrong answer to this question. However, the trainee's response should indicate an awareness of the problems involved in using either one exclusively and the different situations which might mandate different approaches.

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.3 The trainee will be able to describe five pre-requisites to an advisement situation necessary for the establishment of rapport.

Activity No.	*Evaluation Criteria*
13.1.1.3.C	In this activity, the trainee is required to reword three sentences to make them more amenable for establishment of rapport with the advisee. To aid in evaluation of trainee responses, the following possible rewritten examples of the three sentences are provided. (1) Johnny becomes frustrated very easily. Perhaps if he was given but one small assignment at a time, say ten to fifteen minutes worth, and upon completion of that task another assignment, his work might not seem so insurmountable to him. (2) Goodman says that good planning is good discipline. I've found that in my own classes the better prepared I was, the less discipline problems I encountered. (3) I've found this to be helpful in solving similar problems.
13.1.1.3.D	This activity requires that the trainee consider the role the advisee plays in the establishment of rapport in an advisement situation. There is no right or wrong answer to this question. Rather it serves to crystalize one's opinion on this matter and can serve as a springboard for further discussion. As such, no evaluation is needed though it might be helpful to discuss the trainee's responses with him.

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.4 The trainee will be able to describe an optimal conference climate.

Enabling Activities	*Resources*	*Comments*
13.1.1.4 It has been said that when two people agree on everything, one person is doing all the thinking. Thus, in a conference situation, perfect agreement is not always a desirable goal, nor is a harmonious situation always a fruitful experience. By the same token, apparent disagreement is often no more than a guise for self-interest rather than true disagreement. The following activities are designed to enable you to assess the desirability of various conference climates.		
13.1.1.4.A Read the article, "The Case of the Hidden Agenda" which is located in Resource File 13.1.1.4.A and complete the activities listed below. 1. Briefly summarize each of the points made in the 7 subsections of this article. 2. Give one example each of: (a) a leader's hidden agenda, (b) a group's hidden agenda, (c) an individual's hidden agenda.	Resource File 13.1.1.4.A Bradford, L.P. The case of the hidden agenda. In B.M. Harris Supervisory Behavior in Education. Englewood Cliffs, N.J.: Prentice Hall, 1963.	

Behavioral Objective Continued:

131.1.4.A (continued)

3. Attend a meeting of the local school board. List and briefly describe all the hidden agenda you can identify.

131.1.4.B

As a special educator, do you feel you would have any hidden agenda if you were to attend a conference with regular educators? If so, list them.

131.1.4.C

Are there times when hidden agenda can be helpful? Are there times when these conditions can be harmful? Give examples to support each of these situations.

13.1.1.4.D

In Resource File 13.1.1.4.D, you will find an article discussing the development of a favorable group climate. After reading this article, briefly summarize the major point presented and prepare a list of factors affecting group climate. Discuss the relevance of these factors to the Board of Education meeting you previously attended.

Resource File 13.1.1.4.D

Chapter four. In M.R. Lawler, Curriculum Consultants at Work. New York: Columbia University, 1958.

You need not be ashamed of these hidden agenda. Remember, "Hidden agenda are neither better nor wor than surface agenda"

Behavioral Objective *Continued:*

13.1.1.4.E

Realizing the difficulties in judging social situations and realizing what is appropriate and good in one situation may be inappropriate in another situation, write a brief description of what you would consider the optimal conference climate.

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.4 The trainee will be able to describe an optimal conference climate.

Activity No.	*Evaluation Criteria*
13.1.1.4.A	The trainee was to complete three separate tasks for this activity: the summarization of an article, the provision of examples of various hidden agenda and a description of hidden agenda observed at a meeting of the board of public instruction. Guidelines for evaluating these tasks are as follows: (1) Summarization of Article. The trainee's response should be evaluated in terms of comprehensiveness and conciseness. The summary should at least contain the following points: (a) Groups work on two levels. First, the advertised purpose for which the group exists and secondly, on the hidden conflicting motives, desires, and aspirations held by group members, subgroups, or the group as a whole. Each agenda level affects the other. Groups can work on either or both agenda. (b) Hidden agenda can be held by (1) group members, (2) the leader, or (3) the group itself. Often, however, hidden agenda must be cleared before group progress is made. (c) Hidden agenda are neither better nor worse than surface agenda. (d) Individual agenda occur when one individual stands to gain more than the group by certain actions. (e) Individuals are concerned with their place in a group and their relationship with other group members. (f) Special hidden agenda are often held by individuals concerning the leader. (g) Group leaders often have their own hidden agenda. (h) The group as a whole might develop a hidden agenda. (i) The following steps can aid leaders in dealing with hidden agenda.

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.4 The trainee will be able to describe an optimal conference climate.

Activity No.	*Evaluation Criteria*
13.1.1.4.A (continued)	(1) a will for the group to survive (2) justification for existence (3) a social or personal agenda (the service club which holds its meetings at a restaurant and spends as much time socializing as working) (4) group hostility against a leader, member, or other group (c) Personal agenda generally involve: (1) personal gain (2) divided loyalities (3) personal vendettas (4) self-protection (3) Description of Agenda Observed at Meeting: The trainee's response should be consistent with the criteria for agenda given above.
13.1.1.4.B	The trainee was asked to list any hidden agenda he might have if he were to attend a conference with regular educators. The following partial list of possible agenda should serve as an aid in evaluating the trainee's response: (1) Concerns over allocations of funds (2) Concerns over attitudes toward special educators (3) Concerns over treatment of special educators and their pupils (4) Concerns over facilities and hard and soft wares given to special educators (5) Concerns over the duties and responsibilities given to special educators

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.4 The trainee will be able to describe an optimal conference climate.

Activity No.	*Evaluation Criteria*
13.1.1.4.A (continued)	(1) Look for hidden agenda that are present. (2) Remember the group is working on two levels at once. (3) Try to make it easier for the groups to bring its hidden agenda to the surface. (4) Be sensitive to whether the group is ready to face its hidden agenda. (5) Don't scold or pressure the group because it has hidden agenda. (6) Help the group to remove feelings of guilt about hidden agenda. (7) Help the group work out methods of solving its hidden agenda just as it develops methods of handling its surface agenda. (8) Help the group evaluate its progress in handling hidden agenda (2) Examples of Hidden Agenda. The trainee was to give one example each of a leader's, a group's and an individual's hidden agenda. The following guidelines should serve in evaluating trainee responses. (a) Leader's agenda generally involve: (1) using position to "get" another group member (2) using position to force through ones own bias (3) using position for personal gain (4) maintaining leadership at any cost (5) maintaining dependence upon the leader (b) Group hidden agenda generally involve:

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.4 The trainee will be able to describe an optimal conference climate.

Activity No.	*Evaluation Criteria*
13.1.1.4.C	The trainee was asked to give examples illustrating when hidden agenda can be helpful, as well as examples when they can be harmful. The trainee's examples should indicate that hidden agenda are harmful when they stop or greatly impair the progress of a meeting or committee acting on necessary functions. Hidden agenda are helpful when they protect minority rights by preventing passage of illsuited or inadequate resolutions, policies, etc.
13.1.1.4.D	In this activity, the trainee was asked to read Resource File 13.1.1.4.D and to briefly summarize the major points presented. In addition, he is to prepare a list of factors affecting group climate. The following list of factors will be helpful in evaluating this assignment: Four areas which generally affect climate are: (1) satisfactorially defining the problem (2) need to have freedom to explore and to work (3) work needs to be coordinated between the consultant's visits (4) communication that is free and uninhibited within a group and with the consultant While the first and last areas are self-explanatory, the other two need to be elaborated on. (2) need to have freedom to explore (instructional problems or areas) and to work (a) provide support for those involved in individual school studies (b) provide support for those involved in city-wide studies (3) work needs to be coordinated between the consultant's visit (a) principal's role as coordinator (b) teacher's role as coordinator

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.4 The trainee will be able to describe an optimal conference climate.

Activity No.	*Evaluation Criteria*
13.1.1.4.D (continued)	(c) central office's role as coordinator (d) elected coordinator's role (e) committee coordinator's role (f) nine characteristics are important (1) necessary knowledge and ability for this kind of work (2) time is an important factor (3) acceptance of the coordinator (4) all involved must understand their various functions (5) the purpose and limits used to facilitate coordination should be understood by the group (6) concrete suggestions are a part of the consultant's responsibility (7) teachers and administrators also have responsibility for devising ways to use consultant services (8) opportunity for conferences with individual's and small groups as well as the total group (9) clarification of roles
13.1.1.4.E	In this activity, the trainee was to write a brief description of what he believed to be an optimal conference climate. The trainee's response should be logical and concise and should indicate that he has profited from previous activities.

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.5 The trainee will be able to guide advisees in clarifying stated problems.

Enabling Activities	*Resources*	*Comments*
13.1.1.5 Even if good rapport is established between the advisor and the advisee, sometimes there is a breakdown in communication because the advisee is unable to clarify or define a stated or perceived curriculum problem. Usually in cases such as these, the client wants help, perceives at least a general problem, but does not know how to get to the heart of the matter and often is embarrassed by the situation. The following exercises will enable you to aid advisees in clarifying stated or perceived problems. 13.1.1.5.A In the "Resources" column under 13.1.1.5.A, you will find 7 basic questions which are generally used by counselors or therapists in aiding the clients to clarify stated problems. Usually these questions are asked to the client in sequence with sufficient time after each question for the client to reflect and discuss his question [illegible] roughly. After all questions [illegible] the counselor reviews the [illegible] with the client to aid him in	13.1.1.5.A **Seven Basic Questions*** (1) What is the difficulty? (2) When was it first noticed? (3) Under what conditions was it first noticed? (4) What has been done about it? (5) What changes have come with trying different approaches or with the passage of time? (6) Under what conditions is it most noticeable?	

13.1.1.5.A (continued)

reaching his own conclusions as to the nature and depth of his problem. Read each of the questions under 13.1.1.5.A and briefly discuss the relevance of the questions, as well as the procedure mentioned above, to curriculum consultants for aiding clients in clarifying stated problems. Do you believe these questions can provide perspective to clients in helping solve their own problems?

13.1.1.5.B

In aiding advisees in clarifying objectives, it is often necessary for the curriculum consultant to interpret or reinterpret what the advisee is saying. However, there are two forms of interpretation: authoritative interpretation and tentative interpretation. In authoritative interpretation, the curriculum consultant listens to his client, reaches some conclusions as to the nature of the problems, and then tells the client what his problem is. In tentative interpretation, the curriculum consultant questions the client, rephrases what he considers significant elements of the conversation, and encourages the client to reach his own conclusions.

Write a brief paper discussing the advantages and disadvantages of these two methods of interpretation. Be sure to include moral and ethical considerations as well as pragmatic considerations. In general, which method do you prefer and why?

13.1.1.5.A (continued)

(7) Under what conditions is it least noticeable?

*Adapted from E.C. Kelly. The Psychology of Personal Constructs. New York: Norton, 1955.

13.1.1.5.C

Obviously, there are times when an authoritative approach would be more advantageous than a tentative approach and vice versa. For example, with an undecisive, young, inexperienced teacher an authoritative approach would undoubtedly be the best. Likewise, with a very bright, capable person, a tentative approach would be the best. Develop three short case studies or examples to illustrate situations in which an authoritative approach to interpretation would be an appropriate solution. After you have completed this activity, develop three short case studies illustrating when tentative interpretation would be the best approach.

13.1.1.5.D

If one wishes to use a tentative approach to interpretation, phrasing becomes an important element of interpretation. The curriculum consultant must be careful to use "soft" words which imply tentativeness rather than certainty; for example, "perhaps," "will you," "it's possible," "do you suppose." In the Resource column under 13 1.1.5.D, you will find a list of phrases which could be used by curriculum consultants in aiding advisees in clarifying curriculum problems. After each phrase, indicate whether the phrase is an example of (a) authoritative interpretation or (b) tentative interpretation.

13.1.1.5.D

List of Phrases

(1) I think you should . . .
(2) The thing for you to do is to . . .
(3) Would you buy this idea. . .
(4) I'm going to tell you how to handle this . . .
(5) Is this a fair interpretation . . .
(6) If I were you, I wouldn't . . . .
(7) What would you say to this . . .
(8) There is only one solution in this situation . . .
(9) For what it's worth . . . .
(10) So you feel this would be the best solution . . .
(11) I want you to try this . . .
(12) If you do that you will be sorry . . .

13.1.1.5.D (continued)

(13) Ben Franklin had a saying . . .
(14) That idea's okay, but there is a better way . . .
(15) The right thing for you to do is to . .

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.5 The trainee will be able to guide advisees in clarifying stated problems.

Activity No.	*Evaluation Criteria*
13.1.1.5.A	The trainee was given seven basic questions used by counselors to interview clients in order to determine their problems and a procedure by which to use these questions. The trainee was then asked to discuss the relevance of the questions and procedure for aiding clients in clarifying stated problems. As these questions were general and did not refer specifically to psychological problems, the trainee's response should indicate that they would be useful if for no other reason than to provide a starting place for determining the extent of curricular problems.
13.1.1.5.B	The trainee was asked to write a brief paper discussing the advantages and disadvantages of "Authoritarian" and "Tentative" interpretation in dealing with advisee problems. The paper was to include moral and ethical considerations as well as pragmatic considerations. The trainee's response should be evaluated in terms of its logic and completeness. It should indicate that the trainee is aware of the limitations in both forms of interpretation.
13.1.1.5.C	The trainee has been asked to develop three short case studies or examples to illustrate situations in which an authoritative approach to interpretation would be appropriate, as well as three case studies to illustrate when a tentative approach would be appropriate. The following guidelines should serve in evaluating trainee responses. The tentative approach is most suitable when: (1) The advisee is very capable (2) The problem is very complex and several alternatives might be viable (3) Different alternatives might be more suitable for different personalities or learning styles (4) The advisee is reluctant to accept authoritarian advice. The authoritative approach is most suitable when: (1) The advisee is less capable and secure and wishes the most support

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.5 The trainee will be able to guide advisees in clarifying stated problems.

Activity No.	*Evaluation Criteria*
13.1.1.5.C (continued)	(2) The problem has a fairly simple answer with few alternatives (3) A tentative approach has failed to make any results.
13.1.1.5.D	The trainee was given a list of phrases and asked to determine which of these indicated a tentative approach to interpretation and which indicated an authoritative interpretation. In the following answer key A = an authoritative approach and B = a tentative approach. 1 - A 2 - A 3 - B 4 - A 5 - B 6 - A 7 - B 8 - A 9 - B 10 - B 11 - A 12 - A 13 - B 14 - A 15 - A

Competency Component: 13.1.1 **To assist the trainee in establishing rapport in advisement situations.**

Behavioral Objective: 13.1.1.6 **The trainee will be able to demonstrate reinforcement techniques applicable to advisement situations.**

Enabling Activities	*Resources*	*Comments*
13.1.1.6 Your effectiveness in an advisory role will greatly depend upon your ability to utilize effective reinforcement techniques. The following activities are aimed at helping you develop these skills. 13.1.1.6.A In Resource File 13.1.1.6.A, you will find a chapter of a book discussing relationship techniques in counseling situations. While this chapter is "psychotherapeutical" in orientation, much of the information is relevant to consultive situations. Read this chapter carefully, and then write a paper applying the principles presented in this chapter to advisement situations. 13.1.1.6.B In Resource column under 13.1.1.6.B, you will find a list of reinforcement techniques which have been adopted from a teacher behavior inventory. Read each of these techniques carefully and then write a short paper discussing how these techniques can be used in counseling situations. In this paper, give at least	Resource File 13.1.1.6.A Chapter seven. In L.M. Brammer & E.L. Shostrom, Therapeutic Psychology. Englewood Cliffs: Prentice Hall, 1968. 13.1.1.6.B Reinforcement Techniques: (1) Encouragement. Encouragement means to give courage, hope, confidence or to hearten. Compliments, praise, acceptance, positive expressions, and enthusiastic expressions are all examples of encouragement.	I.M. #13.1, Page 39

Behavioral Objective *Continued:*

one practical example of each technique.

13.1.1.6.B (continued)

(2) Presentation. Presentation is the delivery of information, ideas, etc., whether by formal or informal means. Lecturing, visualizing, demonstrating, answering questions, presenting information or ideas, and suggesting alternative solutions are examples of presentations.

(3) Assistance. Assistance is helping or aiding. Guiding, elaborating, clarifying, and evaluating are examples of assistance

(4) Analysis. Analysis is the separating or breaking up of any whole into its parts so as to find out its nature, proportion, function, relationship, etc. Checking, inquiring, recording, or other means of securing information are examples of analysis.

(5) Direction. Direction is the art of directing, managing or controlling. Structuring, regulating, enforcing, controlling, and manipulating are all examples of structuring.

(6) Discouragement. Discouragement means make less confident or hopeful. Ignoring, threatening, moralizing, accusing, reprimanding, and criticizing are examples of discouragement.

Behavioral Objective *Continued:*

13.1.1.6.C

In the Resources column under 13.1.1.6.C, you will find a list of reinforcing statements which might have been made by a curriculum consultant. After reading each statement, decide whether the statement was an example of:

(a) Encouragement
(b) Presentation
(c) Assistance
(d) Analysis
(e) Direction
(f) Discouragement

13.1.1.6.C

(1) I think you did a good job in your language lesson today.

(2) How many times did you say "Shhh" during the silent period?

(3) You certainly didn't work very hard in preparing that lesson.

(4) If you would rearrange the seating in the room, you would aid in increasing pupil attention.

(5) Let me review your assignments for tomorrow.

(6) Gagné suggests that simple learning must be mastered before more complex types of learning can take place.

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.6 The trainee will be able to demonstrate reinforcement techniques applicable to advisement situations.

Activity No.	*Evaluation Criteria*
13.1.1.6.A	The trainee was to read an article on relationship techniques and write a paper applying this principle to advisement situations. The paper should be evaluated in terms of its logic and comprehensiveness. It should include at least the following: (1) Discussion of the importance of opening the advisement situation: appropriate greetings and how to introduce the topic to be discussed (2) How to reflect upon feelings and experiences in an advisement situation (3) How to utilize affect acceptance techniques (4) How to utilize structuring techniques in advisement situations (5) Discussion of time in which silence of either advisee or advisor might help or hinder a situation (6) Discussion of how to utilize leading techniques in advisement situations (7) Discussion of method of reassuring advisees (8) Discussion of appropriate means for terminating an advisement situation.
13.1.1.6.B	The trainee was asked to read a description of six reinforcement techniques and then write a short paper discussing how these techniques can be used in counseling situations. At least one example of each technique was to be included in this paper. The response should be evaluated in terms of the completeness of the responses as well as its logic. Examples should be consistent with the description of the techniques provided by the trainee.
13.1.1.6.C	In this activity, the trainee was given a list of six statements and asked to determine which reinforcement technique was being used. The following is the answer key for this activity.

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.6 The trainee will be able to demonstrate reinforcement techniques applicable to advisement situations.

Activity No.	*Evaluation Criteria*
13.1.1.6.C (continued)	(1) Encouragement (2) Analysis (3) Discouragement (4) Directing (5) Assistance (6) Presentation

Competency Component: 131.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 131.1.7 The trainee will be able to discuss the importance of establishing rapport in an advisement situation.

Enabling Activities	*Resources*	*Comments*
The previous activities should have given you some cues as to the desirability and necessity of establishing rapport in advisement situations. This activity is designed to help you formulate your opinions more formally. 131.1.7.A Write a short (5 or 6 pages) paper discussing the importance of establishing rapport in an advisement situation. Support your arguments with examples from experience as well as professional literature.		

Competency Component: 13.1.1 To assist the trainee in establishing rapport in advisement situations.

Behavioral Objective: 13.1.1.7 The trainee will be able to discuss the importance of establishing rapport in an advisement situation.

Activity No.	*Evaluation Criteria*
13.1.1.7.A	The trainee was asked to write a paper discussing the importance of establishing rapport in advisement situations. The trainee's response should be evaluated in terms of the logic of his argument and the extent to which he provides material from previous activities. The trainee's response should indicate that he is aware of the consequences from a lack of rapport as well as the benefits of good rapport.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objectives:

13.1.2.1 The trainee will be able to describe advisement situations for which the following information dissemination techniques would be applicable: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

13.1.2.2 The trainee will be able to describe appropriate uses for the following information dissemination techniques: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

13.1.2.3 The trainee will be able to demonstrate the ability to employ each of the following techniques given a simulated advisement situation: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

13.1.2.4 The trainee will be able to discuss the importance of selecting the most appropriate information dissemination techniques for particular advisement situations.

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.1 The trainee will be able to describe advisement situations for which the following information dissemination techniques would be applicable: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

Enabling Activities	*Resources*	*Comments*
13.1.2.1 As a curriculum consultant, it will be necessary for you to be familiar with various dissemination techniques if you are to function adequately in an advisory role. The activities in this section are aimed at familiarizing you with the various dissemination techniques, as well as providing you with experience in determining advisement situations in which the various techniques would be appropriate. 13.1.2.1.A Below are listed five dissemination techniques which can be useful in advisement situations: (1) Brainstorming (2) Buzz sessions (3) Demonstrations (4) Group discussions (5) Role playing In Resource File 13.1.2.1.A, you will find 5 articles, each one discussing one of the techniques mentioned above. Read each of these selections carefully, and then for each dissemination technique: 1. Write a short definition of the technique.	13.1.2.1.A Harris, B.M.& Bessent, W. In-service education: A guide to better practice. Englewood Cliffs, Prentice-Hall, 1969. Section 1: "Brainstorming", pp. 234-238. Section 2: "Buzz Sessions", pp. 239-244. Section 3: "Demonstrations", pp. 245-252. Section 4: "Group Discussions", pp. 253-260. Section 5: "Role Playing", pp. 261-265.	I.M. #13.1, Page 47

13.1.2.1.A (Continued)

2. Briefly explain the purposes of the technique.
3. Describe briefly the procedure involved in using the technique.
4. Discuss potential follow-up activities for the technique.
5. List and briefly explain the necessary arrangements for utilization of the technique.
6. Discuss briefly the advantages and disadvantages of the technique.

While the above techniques are probably relatively new to you, it is important to note that, in addition to these techniques, the more traditional techniques of visual illustration and verbal presentation (whether formal or informal) can also be quite useful in advisement situations. Briefly explain the advantages and disadvantages of each of these techniques.

13.1.2.1.B

In the previous activity, an attempt was made to: (a) introduce you to various types of dissemination techniques, (b) provide you with some notion as to the purpose of the technique, (c) provide you with information as to what is involved in utilizing the technique, and (d) give you some inclination as to the strengths and weaknesses of the technique. The present activity is aimed at taking you one step further by providing you with the opportunity to relate these to advisement situations.

Resource File 13.1.2.1.B

List of Case Studies

(1) The county in which you are serving as a curriculum consultant is considering adoption of a specific reading series for use in the elementary Educable Mentally Retarded classes. You are assigned the task of meeting with small groups of teachers to assess their feelings on the matter.

(2) Series X has been adopted as the reading series in your county. There are a few teachers who are unfamiliar with the use of the materials in the

Behavioral Objective Continued:

13.1.2.1.B (Continued)

In Resource File 13.1.2.1.B, you will find 8 brief case studies. After each study, choose the dissemination technique from the following list which you feel would be most appropriate to the advisement situation described:

(a) Brainstorming
(b) Buzz sessions
(c) Demonstration
(d) Group discussions
(e) Role playing
(f) Visual illustration
(g) Informal verbal presentation
(h) Formal verbal presentation

Justify each of your choices in a brief paragraph.

Resource File 13.1.2.1.B (Continued)

Series Enrichment Kit. You have been asked to meet with them and give actual examples of the kit's use.

(3) You are assigned the task of meeting with a group of experienced teachers in order to discuss and come up with new ideas as to how to widen community support for the Special Education program.

(4) You have been assigned the job of heading a committee which is assigned to the long term task of devising a curriculum guide for the T.M.R. program in your county.

(5) You have been asked to prepare a brief presentation in which you are to explain the administrative hierarchy to new teachers in the school district. This presentation should represent channels of communication, as well as the duties and responsibilities of the administrative positions.

(6) You have been asked to introduce and orient three new teachers to the county's small instructional materials center.

(7) You have been placed in charge of a session in the first day's activities of an in-service workshop aimed at teaching regular classroom teachers about handicapped children. Your session is to be aimed at a small group of 10 or 12 teachers.

Behavioral Objective *Continued:*

13.1.2.1.C

Based on the competence you gained in the previous two activities, describe an advisement situation for which each of the following information dissemination techniques would be applicable:

(1) Brainstorming
(2) Buzz Session
(3) Demonstrations
(4) Group Discussions
(5) Role Playing
(6) Visual Illustration
(7) Informal Verbal Presentation
(8) Formal Verbal Presentation

Justify each of your examples in a short paragraph.

Resource File 13.1.2.1.B (Continued)

The title of your session is, "What it feels like to be handicapped."

(8) You have been asked to make a presentation to a large group of people on the types of services provided to handicapped individuals in your school district.

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.1 The trainee will be able to describe advisement situations for which the following information dissemination techniques would be applicable: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

Activity No.	*Evaluation Criteria*
13.1.2.1.A	The trainee was to read five articles discussing dissemination techniques and then answer a series of questions for each technique. In general, the trainee's response should be evaluated in terms of its completeness. Every question should be answered in a concise form. Specific evaluation criterion for each question is listed below. (1) Definition: The trainee definition should be in a single sentence if possible and should contain enough information that a person unfamiliar with the technique would understand it. (2) Purposes: The trainee should list the use of the technique in a clear, concise form. (3) Procedure: The trainee should list the procedure involved in utilizing the technique in sufficient detail to be understood by someone not acquainted with the technique. (4) Follow-up: The trainee should list potential follow-up activities for the technique in a clear, concise form. (5) Arrangements: The trainee should have listed and discussed any special arrangements necessary for the technique. (6) Advantages and Disadvantages: The trainee should briefly discuss the advantages and disadvantages of the technique. Misapplication of the technique should be a concern when discussing disadvantages.
13.1.2.1.B	In this activity, the trainee was given a series of case studies and asked to determine the dissemination technique which would be most applicable. The following answers are a key provided for evaluating this activity. 1 - b. Buzz Session 2 - c. Demonstrations 3 - a. Brainstorming 4 - d. Group Discussion 5 - f. Visual Illustration 6 - g. Informal Verbal Presentation

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.1 The trainee will be able to describe advisement situations for which the following information dissemination techniques would be applicable: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

Activity No.	*Evaluation Criteria*
13.1.2.1.B (continued)	7 - e. Role Playing 8 - h. Formal Verbal Presentation
13.1.2.1.C	The trainee was asked to describe hypothetical advisement situations for eight dissemination techniques. The trainee examples should be consistent with the uses or purposes of the technique. The purposes of each technique are listed below to aid in evaluating trainee responses. (1) Brainstorming (a) to inform participants of ideas of others (b) to stimulate idea development (c) to provide an inventory of ideas (d) to provide alternative solutions to problems (e) to influence opinions regarding the state of thinking of the group (f) to initiate positive attitudes toward alternative solutions (2) Buzz Sessions (a) to maximize verbal interaction among participants (b) to promote understanding of viewpoints of participants (c) to determine the possibility of arriving at a consensus on certain points (d) to identify points of issue (e) to stimulate interest and commitment to working on a problem (3) Demonstrations (a) to inform observing participants of the materials, equipment, skills, procedures, and other elements involved

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.1 The trainee will be able to describe advisement situations for which the following information dissemination techniques would be applicable: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

Activity No.	*Evaluation Criteria*
13.1.2.1.C (continued)	(b) to develop understanding of the time-space relationship of elements being demonstrated (c) to stimulate interest in the use of the technique, materials, and procedures being demonstrated (4) Group Discussions (a) to share knowledge of individuals with the group (b) to develop understanding about complex problems (c) to analyze proposals for problem solution (d) to develop new attitudes and opinions (e) to arrive at a carefully considered decision concerning complex problems (5) Role Playing (a) to provide examples of behavior to serve as a basis for discussion (b) to aid in new attitude formation (c) to develop skills needed in spontaneous verbal interaction (d) to promote understanding of feelings and attitudes of others (6) Visual Illustration (a) to clarify or simplify complex problems or procedures (b) to reinforce previous learning with concrete examples (c) to illustrate relationships between elements of problems (7) Informal Verbal Presentation (a) to present information but still allow for two-way communication

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.1 The trainee will be able to describe advisement situations for which the following information dissemination techniques would be applicable: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion

Activity No.	*Evaluation Criteria*
13.1.2.1.C (continued)	(b) to share knowledge with a small group of individuals (c) to inform others of opinions or attitudes of speaker (d) to introduce a small group of individuals to a new situation (8) Formal Verbal Presentation (a) to present information to large groups of people (b) to present large amounts of information in short periods of time

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.2 The trainee will be able to describe appropriate uses for the following information dissemination techniques: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

Enabling Activities	*Resources*	*Comments*
13.1.2.2 In the previous activities you were introduced to the dissemination techniques of: (1) brainstorming, (2) buzz sessions, (3) demonstration, (4) group discussion, (5) role playing, (6) visual illustration, (7) formal verbal presentation, and (8) informal verbal presentation. In addition to this introduction, you were asked to determine advisement situations in which these techniques would be most appropriate. The following activities are designed to develop these skills even further by requiring you to determine the specific uses for the above-mentioned dissemination techniques.		
13.1.2.2.A In the Resource File 13.1.2.2.A, you will find a fairly extensive list of uses for various dissemination techniques. After each item on this list, choose one or more of the following techniques which would be applicable or appropriate. Write the letters of these selections below the uses described at the right. (Note: For some of these uses all 8 dissemination techniques might be appropriate, while for others	Resource File 13.1.2.2.A List of Uses of Dissemination Techniques adopted from: Harris, B.M., & Bessent, W. <u>In-service education: A guide to better practice</u>. Englewood Cliffs, Prentice-Hall, 1969. (1) To inform participants of ideas held by others (2) To stimulate the development of ideas	If you are experiencing difficult in completing this activity, re- read the selections in Resource File 13.1.2.1.A. I.M. #13.1 Page 55

13.1.2.2.A (Continued)

only one or two techniques might apply.)

Resource File 13.1.2.2.A (Continued)

(3) To provide an inventory of ideas for later use
(4) To suggest a variety of alternative approaches to problems
(5) To influence opinions or attitudes regarding the state of thinking of the group
(6) To cultivate positive attitudes toward alternative approaches to problems.
(7) To facilitate maximum verbal interaction among participants
(8) To promote understanding of all points of view held by participants
(9) To determine the possibility of arriving at a consensus on certain points
(10) To identify points of view that are distinctly at issue
(11) To stimulate interest in and commitment to working on a project or problem
(12) To inform observing participants of the materials, equipment, skills, procedures, and other elements involved
(13) To develop understanding about time or space relationships between various elements
(14) To stimulate interest in the use of techniques, materials, and procedures
(15) To share the knowledge of individuals with others
(16) To develop understanding about complex problems
(17) To stimulate the development of new attitudes and opinions
(18) To arrive at carefully considered decisions for dealing with complex problems

Behavioral Objective *Continued:*

13.1.2.2.B

In order to effectively utilize various dissemination techniques, it is just as important to determine inappropriate uses as it is appropriate uses. Thus, for each of the eight dissemination techniques listed below, give at least one example of an inappropriate use of the technique.

(1) Brainstorming
(2) Buzz Session
(3) Demonstration
(4) Group Discussion
(5) Role Playing
(6) Visual Illustration
(7) Formal Verbal presentation
(8) Informal Verbal presentation

Resource File 13.1.2.2.A (Continued)

(19) To provide concrete examples of behavior as a basis for discussion
(20) To stimulate new attitude formation
(21) To develop skill in interviewing and questioning or other skills needed in spontaneous verbal interaction
(22) To develop the understanding of feelings and attitudes of other people

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.2 The trainee will be able to describe appropriate uses for the following information dissemination techniques (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

Activity No.	*Evaluation Criteria*
13.1.2.2.A	The trainee was given a list of uses for dissemination techniques and was asked to choose the technique which was most applicable or appropriate to each use. The following answer sheet should be used in evaluating trainee responses. 1. Brainstorming 2. Brainstorming 3. Brainstorming 4. Brainstorming 5. Brainstorming 6. Brainstorming 7. Buzz Sessions 8. Buzz Sessions 9. Buzz Sessions 10. Buzz Sessions 11. Buzz Sessions 12. Demonstrations 13. Demonstrations 14. Demonstrations 15. Group Discussions 16. Group Discussions 17. Group Discussions 18. Group Discussions 19. Role Playing 20. Role Playing or Group Discussion 21. Role Playing 22. Role Playing
13.1.2.2.B	In this activity, the trainee was required to give examples of inappropriate uses of eight dissemination techniques. The trainee's example should be clearly inconsistent with the uses of the dissemination techniques as given in the evaluation criterion for activity 13.1.2.1.C.

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.3 The trainee will be able to demonstrate the ability to employ each of the following techniques given a simulated advisement situation: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

Enabling Activities	*Resources*	*Comments*
13.1.2.3 In previous activities you were required to describe the uses of various dissemination techniques, as well as to describe situations in which various techniques would be most appropriate. In the following exercises, you are asked to progress one step further by actually demonstrating your ability to use each of the major dissemination techniques. 13.1.2.3.A In the Resource File 13.1.2.3.A you will find a hypothetical situation suitable for a brainstorming session. With the aid of three or four of your fellow students, carry out a half-hour to hour brainstorming session. Prepare an anecdotal record of this session for presentation to your instructor. 13.1.2.3.B In the Resource File 13.1.2.3.B you will find a hypothetical problem suitable for a buzz session. With the aid of your instructor or of the Student Council for Exceptional Children,	13.1.2.3.A The Director of Special Education in your county wishes to develop a source book of creative teaching ideas to disseminate to special education teachers. You have been assigned the task of developing ideas in the area of language arts. You are to meet with a small group of experienced teachers to work in this area. 13.1.2.3.B The Director of Special Education has assigned you the task of directing a session at the next Special Education Faculty Meeting on developing a plan of accountability for the county's Special Education teachers.	

13.1.2.3.B (Continued)

organize and carry out a buzz session utilizing the topic in Resource File 13.1.2.3.B. Prepare a copy of the resolutions of the buzz session for presentation to your instructor.

13.1.2.3.C

Prepare a 10 to 20-minute demonstration based on the simulated advisement situation listed in Resource File 13.1.2.3.C. Execute this demonstration for your instructor.

13.1.2.3.D

In Resource File 13.1.2.3.D, you will find a simulated advisement situation for which a group discussion is advisable. With the help of three or four of your fellow students, carry out a 10 to 20-minute group discussion. Tape record this discussion for presentation to your instructor.

13.1.2.3.E

In Resource File 13.1.2.3.E, you will find an article on role playing activities to provide individuals with some insights as to what it is like to be handicapped. With the cooperation of four or five of your fellow students carry out two of the activities mentioned in this article.

Resource File 13.1.2.3.C

You are to address a small group of teachers on the topic of how to use the Peabody Language Development Kits.

Resource File 13.1.2.3.D

The Director of Special Education in your district wishes to adopt a basic reading series which will be used in all of the counties for intermediate educable mentally retarded classes. Five series are under consideration. You are to meet with a group of teachers representing the intermediate classroom teachers to discuss the matter thoroughly.

Resource File 13.1.2.3.E

Dexter, B. & Hyde, A. TMR and you will see that RMT." TED Newsletter, 10, 1973, 25-29.

Behavioral Objective *Continued:*

13.1.2.3.F

Prepare a flow chart which will visually illustrate the steps involved in the diagnosis of handicap and placement of a child in a special class. Explain the flow chart to your instructor.

13.1.2.3.G

In Resource File 13.1.2.3.G, you will find a hypothetical advisement situation in which an informal verbal presentation would be an appropriate technique. Tape record this informal verbal presentation for presentation to your instructor.

13.1.2.3.H

With the aid of your instructor, you will be assigned an undergraduate student who is unfamiliar with the areas of special education. Make an informal verbal presentation to this student which will familiarize him with the various exceptionalities.

13.1.2.3.I

In Resource File 13.1.2.3.I, you will find an advisement situation in which a formal verbal presentation would be the most appropriate dissemination technique. Prepare a 30-40 minute presentation appropriate to this simulated situation. Tape record this presentation for your instructor.

Resource File 13.1.2.3.G

The Special Education teacher from Oakcrest Trainable Center phoned to ask you what precision teaching is and whether it is applicable to trainable children.

Resource File 13.1.2.3.I

The Director of Special Education in your county, as well as the county Special Education curriculum consultant, have received repeated calls concerning career education. It appears that while the term "career education" is very much in vogue in current usage, few teachers understand what it means or how it is different from

Behavioral Objective Continued:

Resource File 13.1.2.3.I (Continued)

Vocational Education. Hence, you have been asked to prepare a formal presentation on this subject for the next Special Education Faculty Meeting.

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.3 The trainee will be able to demonstrate the ability to employ each of the following techniques given a simulated advisement situation: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation, (5) role playing, (6) buzz session, (7) brainstorms, (8) group discussion.

Activity No.	*Evaluation Criteria*
13.1.2.3.A 13.1.2.3.B 13.1.2.3.C 13.1.2.3.D 13.1.2.3.E 13.1.2.3.F 13.1.2.3.G 13.1.2.3.H 13.1.2.3.I	In activities 13.1.2.3.A through 13.1.2.3.I, the trainee was given a series of hypothetical problems and asked to demonstrate his abilities to use various dissemination techniques. For each technique the trainee's response should contain sufficient information to indicate that the proceedings of the session were consistent with the procedures of the appropriate technique as outlined in the trainee response to activity 13.1.2.1.A.

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.4 The trainee will be able to discuss the importance of selecting the most appropriate information dissemination techniques for particular advisement situations.

Enabling Activities	*Resources*	*Comments*
13.1.2.4 Thus far you have described situations for which various dissemination techniques would be applicable, described the uses of these techniques, and demonstrated these techniques. Hopefully, these activities have reinforced in you the importance of using the most appropriate information dissemination techniques. The following activity is designed to help you formalize your feelings on this issue.		
13.1.2.4.A In Resource File 13.1.2.4.A, you will find an example of an advisement situation in which the curriculum consultant is about to use an inappropriate technique. After reading this case study, write a brief paragraph discussing what will probably be the results of this situation.	Resource File 13.1.2.4.A Mrs. Jones, the Special Education Curriculum Consultant for District #8, has been given the job of assessing the attitudes of teachers towards accountability, as well as developing a plan or plans for implementing accountability. She has decided to present her views at the next general faculty meeting, and then have the teachers fill out a questionnaire.	
13.1.2.4.B Either brainstorming, buzz session, or group discussion would have most probably been more effective in the situation described in Resource		

13.1.2.4.B (Continued)

File 13.1.2.4.A, and the buzz session would have most probably been the best. Why would this be so? Discuss the advantages and disadvantages of each of these three techniques in regards to the advisement situations listed in Resource File 13.1.2.4.A.

13.1.2.4.C

Prepare a brief paper discussing the importance of selecting the most appropriate information dissemination technique. Support your arguments from your experiences as well as from the professional literature.

Competency Component: 13.1.2 To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

Behavioral Objective: 13.1.2.4 The trainee will be able to discuss the importance of selecting the most appropriate information dissemination techniques for particular advisement situations.

Activity No.	*Evaluation Criteria*
13.1.2.4.A	The trainee was given a hypothetical situation in which a curriculum consultant had chosen an inappropriate dissemination technique. The trainee was to write a brief paragraph discussing what might possibly result from this situation. The trainee's response should be evaluated in terms of its logic and completeness. The response should be concise and include one or more of the following possibilities. (1) The teacher, being aware of her bias, will tactfully agree to her views. Later, however, discontentment will arise. (2) Teacher will reject her views because they feel they are being enforced upon them. (3) Tension and bad feeling will arise. (4) Future communication problems will occur. (5) The questionnaire might also be biased.
13.1.2.4.B	The trainee was asked to explain why brainstorming, buzz sessions or group discussions would have been better techniques to use in the situation described in activity 13.1.2.4.A. In addition, the trainee was asked to explain why a buzz session would have probably been the best technique. The trainee response should indicate that he is aware of the uses for each of the three techniques. A buzz session would have been the best procedure because this technique maximizes the understanding of all points of view held by participants.
13.1.2.4.C	The trainee was asked to prepare a brief paper discussing the importance of selecting the most appropriate information dissemination technique. The trainee was to support his argument with information from his experience as well as from the literature. The trainee response should be evaluated in terms of its completeness and its logic. It should be concise, to the point, and should include the pragmatic considerations of time and money saved or wasted as well as affective considerations.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objectives:

13.1.3.1 The trainee will be able to differentiate between long-term and short-term advising situations.

13.1.3.2 The trainee will be able to identify cues which suggest that the advisee desires additional assistance.

13.1.3.3 The trainee will be able to assist advisees in devising alternate solutions to problems.

13.1.3.4 The trainee will be able to describe procedures for acquiring feedback on advisement situations.

13.1.3.5 The trainee will be able to describe procedures for bringing closure to three different simulated advisement situations.

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.1 The trainee will be able to differentiate between long-term and short-term advising situations.

Enabling Activities	*Resources*	*Comments*
13.1.3.1 Advisement situations vary greatly. Some might require but a single conference and follow-up while others will require advisement over an extended period of time. In order to serve effectively as a curriculum consultant, one must be able to differentiate between situations requiring long-term advisement and those requiring short-term advisement. The following activities will serve to develop this skill.		
13.1.3.1.A In Resource File 13.1.3.1.A you will find a reference to an article entitled "Inservice Training Through Short-Term Conferences." This article should give you some insights as to what is involved in short-term advisement situations. After reading this article carefully, abstract it on a 5 X 8 index card.	Resource File 13.1.3.1.A MacIntyre, R.M. Inservice training through short term-conferences. Exceptional Children, 1972, 38, 412.	
13.1.3.1.B Realizing the terms long and short are relative, define in your own words what is meant by long- and short-term		

Behavioral Objective *Continued:*

13.1.3.1.B (Continued)

advisement situations. After you have formulated your definition, give at least five examples of situations which would be clearly long-term. Give five examples which would require short-term advisement. Give five examples which could be either long-term or short-term depending on extraneous events. Discuss your examples and definitions with your instructor.

13.1.3.1.C

In Resource File 13.1.3.1.C, you will find a series of very brief case studies. After you have read each case study, determine whether long-term or short-term advisement is called for. If in some cases it is hard to decide, explain what factors could influence a decision one way or another. In any case, be sure to justify your conclusion with a brief paragraph.

Resource File 13.1.3.1.C

Series of Case Studies

(1) The principal from Northeast High School has called you concerning Ms. Jones, a first year teacher of an E.M.R. class. Apparently, Ms. Jones is having problems controlling her class.

(2) Mrs. Smith, a Special Education teacher for five years, wants to develop a systematic program in Physical Education for the retarded in conjunction with the school P.E. teacher. They would like some assistance in starting this program.

(3) Mr. Jones is interested in teaching a unit on sex education and would like some guidance on this matter.

(4) The county in which you are employed has instituted a series of new policies which seem to confuse many teachers.

Resource File 13.1.3.1.C. (Continued)

(5) Mr. Jones is a first year teacher trained in an area of education other than special education (Social Science Education at the secondary level). While he has attended a week's in-service workshop on special education and is currently working at a local university toward certification, he is at a loss as to how to begin teaching.

(6) Mrs. Johnson, a first year teacher, feels most everything is going well except that some of her students finish their work in ten minutes while others take hours for the simplest assignments. While her principal is happy with her performance, she feels she needs more assistance and has asked you for advice.

(7) Mr. Smith runs his classroom like a dictator. He complains that despite severe punishment, students persist in cheating.

(8) Mrs. Duff received $300 from her school to spend on materials. She is hesitant to make any decision and hence has called you for advice.

(9) Mr. Lewin who is the Special Education Vocational Counselor has asked for help. One of his students needs eye glasses badly but is unable to afford them. He is hoping maybe you would know where to go for help.

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.1 The trainee will be able to differentiate between long-term and short-term advising situations.

Activity No.	*Evaluation Criteria*
13.1.3.1.A	The trainee was asked to read and abstract an article on "Inservice Training through Short-Term Conferences." The trainee abstract should contain at least the following points: (1) The purpose of conferences should be to change the behavior of the majority of the participants in some significant way. (2) Conference should be active not passive if significant learning is to take place. (3) The conference should provide specific input. (4) Conference should utilize small groups and should be task oriented. (5) Participants should demonstrate newly acquired skills and competencies at each stage in the process. (6) The conference staff should show concern for participants.
13.1.3.1.B	The trainee was to define in his own words the terms long- and short-term advisement. In addition, the trainee was to give examples of situations which would be long-term, short-term, or either long-or short-term. The trainee definition should indicate that short-term advisement entails a situation which can be terminated in two to three sessions while long-term advisement could involve numerous sessions lasting over months and even years. In evaluating trainee examples, question the student on his rationale for determining whether short-or long-term advisement is called for. The response should be logical and should be consistant with the trainee's definition of long-and short-term advisement.
13.1.3.1.C	The trainee has been asked to respond to a series of case studies. The trainee's response to each case should contain three parts: (1) a determination as to whether or not long-or short-term advisement is warranted, (2) a list of factors which could affect a decision either way, and (3) a justification of the alternative chosen. In evaluating the trainee's response, special attention should be paid to the justification for long-or short-term advisement. The response should be consistent with the trainee's response in the previous activity, 13.1.3.1.B.

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.2 The trainee will be able to identify cues which suggest that the advisee desires additional assistance.

Enabling Activities	*Resources*	*Comments*
13.1.3.2 At times, advisory situations can be hard to read. For example, the curriculum consultant may feel that he has made his point yet the advisee may feel he needs additional assistance. Unfortunately, advisees are often hesitant to ask for additional assistance especially when the consultant is making overtones to the fact that the "case is about closed." The following exercises are aimed at developing your skills in reading advisement situations to prevent the premature closure of advisement situations. 13.1.3.2.A In Resource File 13.1.3.2.A, you will find a list of behaviors which might suggest that an advisee might desire additional assistance in an advisement situation. After reading this list, prepare a checklist or behavioral inventory which might be useful in identifying situations in which the advisee might feel a need for additional assistance.	Resource File 13.1.3.2.A (1) The advisee appears to be nervous or anxious about something. (2) The advisee appears hesitant to terminate the conference or advisement situation. (3) The advisee expresses pessimism. (4) The advisee expresses the desire to keep things exactly how they are and is reluctant to introduce change.	I.M. #13.1, Page 72

Behavioral Objective Continued:

13.1.3.2.B

In Resource File 13.1.3.2.B, you will find a list of statements. Some of these statements will clearly indicate that the individual desires additional assistance, while others will tend to indicate that the individual needs no further assistance. Far more often, however, the statement will not be that easy to read. After reading each statement, make a decision as to whether the individual desires additional assistance and whether or not this assistance seems called for. Briefly discuss the cues which lead you to this decision.

Resource File 13.1.3.2.A (Continued)

(5) The advisee appears to lack self-confidence.

(6) The advisee keeps bringing up additional questions.

Resource File 13.1.3.2.B

List of Statements

(1) Just one more question before you leave.

(2) I know it worked well while you were helping, but . . .

(3) I don't think I'll have any further problem.

(4) I guess I'll do okay.

(5) What will I do if this happens?

(6) I really appreciate your help! I feel I really got it together now.

(7) Who can I call if I need more help?

(8) Don't worry. If I need any more help, I'll let you know.

(9) I know it works when you do it.

(10) Do you really think this will solve the problem?

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.2 The trainee will be able to identify cues which suggest that the advisee desires additional assistance.

Activity No.	*Evaluation Criteria*
13.1.3.2.A	The trainee was asked to develop a checklist on behavioral inventory which might aid in determining if the advisee desires additional assistance. The trainee response may vary from a simple inventory relisting the behavior given in Resource File 13.1.3.2.A in more convenient form to a complex checklist Despite variation all responses should include items to identify each of the following characteristics. (1) anxiousness or nervousness (2) hesitancy (3) pessimism (4) reluctance to change (5) lack of confidence (6) asking of repeated questions
13.1.3.2.B	The trainee was given a list of statements and asked to determine whether or not the response indicates the desire or need for additional assistance. In addition, the trainee was to specify the cues which led him to his decision. The following key should serve in evaluating trainee's response. (1) continued questioning, might suggest a desire for additional assistance (2) pessimism, definitely suggests a desire and more probably a need for further assistance (3) optimism, suggests additional attention is not called for (4) a hint of hesitancy, may suggest desire for additional assistance (5) insecurity, definitely suggests desire and perhaps need for additional assistance (6) confidence, suggests additional help is not warranted

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.2 The trainee will be able to identify cues which suggest that the advisee desires additional assistance.

Activity No.	*Evaluation Criteria*
13.1.3.2.B (continued)	(7) a hint of insecurity, might need further assistance
	(8) confidence with directed action, additional assistance is not needed
	(9) pessimism, suggests a desire and possibly a need for further assistance
	(10) again pessimism, suggest a desire and possibly a need for further assistance

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.3 The trainee will be able to assist advisees in devising alternate solutions to problems.

Enabling Activities	*Resources*	*Comments*
13.1.3.3 Often there will be more than one solution to a curriculum problem. Some of these solutions will be more feasible for one reason or another (finances, politics, etc.), and what will work for one person will not work for another. Hence, it is important for a curriculum consultant to be cognizant of alternative solutions. The following activities are aimed at developing your skills in devising alternative solutions to curriculum problems. 13 1.3.3.A In Resource File 1 3.1.3.3.A, you will find a reference to a short book (56 pages) entitled, "Case Studies in School Supervision." This book emphasizes a problem-solving approach in case analysis. The steps suggested in this problem-solving approach are: 1. "The identification of issues, the analysis of problems, and the identification of pertinent data. 2. The identification of additional needed data. 3. The suggestion of alternative solutions.	Resource File 13.1.3.3.A Everett, J.B., Downing, M., & Leavitt, H. Case studies in school supervision. New York: Holt, Rinehart and Winston, 1964.	———

Behavioral Objective Continued:

13.1.3.3.A (Continued)

4. The evaluation of possible solutions." (Everett, Downing and Leavitt, 1964, p. 1.)
Read each of the case studies presented in this book and answer the question at the end of each study, emphasizing the last two steps in the problem-solving approach.

13.1.3.3.B

In Resource File 13.1.3.3.B, you will find a series of case studies describing various curricular problems typical to special education. After you have read each case study, propose as many solutions to these problems as you can think of.

Resource File 13.1.3.3.B

List of Case Studies

(1) Mrs. Jones, a second year teacher, is at a loss as to how to handle her class. She claims she didn't have any problems last year.

(2) Mr. Smith is confused as to which reading series to adopt for next year.

(3) Tommy, one of Ms. Black's students, just can't seem to learn to tell time. Ms. Black claims she has tried everything.

(4) Billie, an E.D. child with an I.Q. in the upper part of the normal range, just can't seem to learn to read. His teacher is at a loss.

(5) Mr. Smith complains that there are no adequate materials for teaching sex education to his class.

13.1.3.3.B

This is a brainstorming activity. Don't be ashamed of the diversity or uniqueness of your response.

13.1.3.3.C

In Activity 13.1.3.3.B, you developed a series of alternative solutions for different case studies. For each study, examine your solutions and write a few sentences discussing the feasibility of implementing each of these solutions. After you have

Resource File 13.1.3.3.B (Continued)

(6) Mr. Jones, the principal of Woodview School, has complained to the Special Education teacher that he doesn't want her to bribe her children by rewarding them for their school work.

(7) Mr. Adams complains that Johnny, an E.M.R. child, absolutely refuses to do reading. He is cooperative in other subjects, but everything, including corporal punishment, has failed to work in getting him to participate in reading assignments.

(8) Mrs. Bigg feels that, while on the surface her children are making progress, they don't appear able to transfer or apply their knowledge.

(9) Earlier in the year, Mrs. Cameron felt all was going well; now she reports her class seems restless and bored.

(10) Several of the Special Education teachers feel that they are running short of creative teaching ideas.

Behavioral Objective *Continued:*

13.1.3.3.C (Continued)

done this, rank order your solutions in terms of their priority in the case studies mentioned. Be sure to justify your decisions in a few paragraphs.

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.3 The trainee will be able to assist advisees in devising alternate solutions to problems.

Activity No.	*Evaluation Criteria*
13.1.3.3.A	The trainee was to read a book of case studies relevant to curriculum consultants and answer the questions provided for each study. The following criterion should be used in evaluating trainee responses. (1) Does the trainee adequately discuss basic issues and problems? (2) Does the trainee identify pertinent data in his discussion? (3) Does the trainee identify important additional data? (4) Does the trainee propose good alternative solutions? (5) Does the trainee utilize sound theory in evaluating alternatives?
13.1.3.3.B	The trainee was given a series of case studies describing various curricular problems and asked to propose as many solutions to each problem as he was able. This activity should be considered a brainstorming activity of the purest type and no evaluation should be applied to solutions at this point.
13.1.3.3.C	The trainee was asked to examine the solutions developed in the previous brainstorming activity in terms of their feasibility, as well as to rank in order the solution in terms of its priority for intervention. In evaluating trainee responses, special attention should be paid to the logic and justification for the setting of priorities. It would be wise to discuss trainee responses with him and identify sources of bias and assumption on the part of the trainee as well as the pragmatic concerns.

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.4 The trainee will be able to describe procedures for acquiring feedback on advisement situations.

Enabling Activities	*Resources*	*Comments*
13.1.3.4 Providing alternative solutions to curricular problems is not enough. As a curriculum consultant you are responsible for following up on your suggestions and determining if all is going as planned. Unfortunately, advisees are often hesitant to admit that an alternative has failed or that things are not going as well as planned. Hence, it is important for you to acquire and interpret feedback in advisement situations. The following activities will aid you in developing this skill. 13.1.3.4.A In Resource File 13.1.3.4.A, you will find a reference to an article discussing the importance of feedback in communication. This article provides a simulation activity useful in demonstrating the importance of feedback. After reading this article carefully, utilize the exercise on two or three of your fellow students.	13.1.3.4.A The effect of feedback in communications. In B.M. Harris & W. Bessent, In-Service Education: A Guide To Better Practice. Englewood Cliffs: Prentice-Hall, 1969.	

13.1.3.4.B

Based on your experiences in Activity 13.1.3.4.A, write a short paper discussing the significance of feedback in advisement situations.

13.1.3.4.C

In general, there are three means of acquiring feedback in advisement situations. These are:
(1) direct observation
(2) communication with teachers
(3) communication with others about the teacher

Briefly discuss what you believe would be the advantages and the disadvantages of each of these means of acquiring feedback.

13.1.3.4.D

In Resource File 13.1.3.4.D, you will find an article on observation which is relevant to advisement situations. Read this article carefully, and then write a brief paper summarizing the article and discussing how observation could be used in advisement situations.

13.1.3.4.E

In Resource File 13.1.3.4.E, you will find an example of a guide for observing classroom behavior. After

Resource File 13.1.3.4.D

Observation, analysis, and supervisory planning. In B. Harris, Supervisory Behavior In Education. Englewood Cliffs: Prentice-Hall, 1963.

Resource File 13.1.3.4.E

Guide to classroom behavior.

Behavioral Objective *Continued:*

13.1.3.4.E (Continued)

reading this guide carefully, obtain permission to observe a special education classroom. Use this guide to write up your observations.

13.1.3.4.F

Perhaps the best source of feedback is the advisee assuming he is honest and straightforward in his responses. Write a brief paper discussing the problems involved in utilizing advisee feedback. Be sure to include in your discussion means or suggestions for overcoming these problems.

13.1.3.4.G

The following list of supportive personnel might be useful in obtaining feedback on advisement situations. After each one, briefly explain the types of feedback they could provide.

(1) Principal
(2) Assistant Principal
(3) Dean
(4) Other teachers
(5) Guidance Counselor
(6) Social Worker
(7) Vocation Counselor

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.4 The trainee will be able to describe procedures for acquiring feedback on advisement situations.

Activity No.	*Evaluation Criteria*
13.1.3.4.A	Given a simulation activity useful in demonstrating the importance of feedback, the trainee was to conduct this activity on two or three of his fellow students. As the trainee is simply to follow the procedures in the article in demonstrating this activity, no evaluation is needed at this point.
13.1.3.4.B	Based on the experiences in activity 13.1.3.4.A, the trainee was to write a short paper discussing the significance of feedback in advisement situations. The trainee response should answer the following questions. (1) How does feedback effect the accuracy of understanding? (2) How does feedback effect confidence in the accuracy of understanding? (3) How are realistic estimates of accuracy and confidence affected by feedback or the lack of it? (4) What are the effects of a leader confidence in feedback or lack of it? (5) How are different lengths of time required for differing amounts of feedback?
13.1.3.4.C	The trainee was asked to discuss the advantages and the disadvantages of three means of acquiring feedback. The response should contain at least the following points. (1) Direct observation (a) Advantages: (1) first hand knowledge (2) ability to focus on specific tasks (b) Disadvantages: (1) constraints of time (2) inability to perceive total picture

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.4 The trainee will be able to describe procedures for acquiring feedback on advisement situations.

Activity No.	*Evaluation Criteria*
13.1.3.4.C (continued)	(3) presence of observer may be obstructive (2) Communication with teacher (a) Advantages: (1) knowledge of teacher prediction of own progress (2) ability to focus on entire picture (b) Disadvantage: (1) unreliability of self-report (3) Communication with others about teacher (a) Advantages: (1) varied sources of feedback (2) different expertise (3) indirect information relevant to advisement (b) Disadvantage: (1) reliability of second hand knowledge
13.1.3.4.D	The trainee was asked to read an article of observation and then write a brief paper summarizing the article and discussing its relevance to an advisement situation. The trainee's response should include at least the following points: (1) For an observation to be effective it must be systematic. (2) For an observation to be effective it must have a purpose. Just looking is not enough. (3) If one is interested in focusing on the total teaching-learning situation, one should use a guide.

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.4 The trainee will be able to describe procedures for acquiring feedback on advisement situations.

Activity No.	*Evaluation Criteria*
13.1.3.4.D (continued)	(4) If one is interested in focusing on teaching, observation should be on specific teacher behaviors. (5) Observation data should be analyzed after it is gathered. (6) Comparison and interpretation should be made. (7) A plan should be developed for attacking and solving observed problems. (8) Evaluation of progress should initiate plans for further growth. In addition, these points should be extrapolated. The trainee's response should indicate that these procedures are directly relevant to the advisement situation.
13.1.3.4.E	Given a guide to classroom observation, the trainee was to observe a special education classroom and answer each question on the guide. The trainee's response should be evaluated in terms of its completeness. It should be concise and answer all questions. Also, the trainee's response should give examples rather than just yes or no answers to the questions in the guide. Examples are given in the guide itself to aid you in evaluating responses (see Resource File 13.1.3.4.E).
13.1.3.4.F	The trainee was asked to write a brief paper discussing the problems involved in utilizing advisee feedback as well as the means of overcoming these problems. The response should be evaluated in terms of its completeness and logic. The trainee should include in his response considerations of the reliability of self-report. The response should also indicate that a non-threatening approach to advisement can often increase the reliability of the advisee feedback.
13.1.3.4.G	The trainee was to briefly explain the types of feedback various supportive personnel might provide in advisement situations. The following list should aid you in evaluating trainee responses. (1) Principals: can provide feedback from direct observation, as well as indirect feedback in the form of compliments or complaints from parents, other teachers, etc.

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.4 The trainee will be able to describe procedures for acquiring feedback on advisement situations.

Activity No.	*Evaluation Criteria*
13.1.3.4.G (continued)	(2) Assistant Principals: same as principal (3) Deans: same as principal plus feedback on pupils sent to him for discipline (4) Other Teachers: can comment on improvement or lack of it, from pupils shared by advisee (5) Guidance Counselor: information of progress of pupils, management of class, behavior of pupils, test information, etc. (6) Social Worker: information on home or family problems which might be affecting the advisement situation (7) Vocational Counselor: information on work experience or other related problems which might be of relevance to the advisement situation

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.5 The trainee will be able to describe procedures for bringing closure to three different simulated advisement situations.

Enabling Activities	*Resources*	*Comments*
13.1.3.5 The activities in the previous sections of this Competency Component are aimed at identifying and diagnosing problems involved in advisement situations as well as proposing solutions for these problems. But, eventually, all problems must be settled and the books closed on the situation. The activities in this section are aimed at developing your skills in providing closure to advisement situations. 13.1.3.5.A Case closure is just as important as any other stage in advisement situations, although it is often the most neglected stage. In Resource File 13.1.3.5.A, you will find a list of procedures to be followed in case closure. After reading each of these procedures, write a brief paragraph discussing the importance of each.	Resource File 13.1.3.5.A List of Procedures for Case Closure (1) Summarize the various steps which were taken in the advisement situation and the results of these steps. (2) Suggest potential pitfalls which could be encountered ahead, as well as means for preventing future problems. (3) Reassure the person you are available for further help. (4) Express confidence in the advisee.	I.M. #13.1, rage 00

Behavioral Objective *Continued:*

13.1.3.5.B

In Resource File 13.1.3.5.B, you will find three simulated advisement situations. For each of these situations you will be provided with the procedures followed and the results. You are to write a brief paper for each case study suggesting how closure can be brought to each case.

Resource File 13.1.3.5.B

Case Study No. 1

Mrs. Jones had complained that John, an intermediate level E.M.R. child, refused to participate in reading lessons. While outside of reading John was cooperative, all attempts to engage him in reading activities, including corporal punishment, had failed. At your suggestion, Mrs. Jones had tried developing high interest-low vocabulary stories especially for John, but this failed. Next, at your suggestion, Mrs. Jones tried operant conditioning procedures by offering a monetary reward for work on a programmed reader. This worked for a week or so and then also failed. Finally, you suggested that an extreme alternative was needed. John was told that he would not have to participate in reading exercises if he would spend an additional amount of time on a special spelling lesson. (Actually, these spelling lessons were a designed form of reading.) At first, he was required to perform simple routine tasks as writing the words 15 times, trying them 5 times. Next he was given a worksheet using word configuration, unscrambling the word, etc. After all appeared to be going well, John was required to pick his spelling words out of a sentence. Finally, sentences were made from the list of spelling words John had learned in the previous week. He found he could easily read these sentences.

Resource File 13.1.3.5.B (Continued)

Case Study No. 2

Mr. Smith complained that Charles, a secondary E.M.R. student, was unable to tell time, a skill quite necessary for vocational placement. In working with Charles, you discovered that he did not know how to count by fives. You explained this situation to Mr. Smith and gave him a short demonstration of task analysis, as well as an article on the subject, so that future problems could be averted.

Case Study No. 3

Ms. Brown, a first-year teacher, was having trouble controlling her class. After several observations, you gave her some hints and a book on behavior modification. On your last visit, she informed you that she had instituted a token system and all was going well.

Competency Component: 13.1.3 To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

Behavioral Objective: 13.1.3.5 The trainee will be able to describe procedures for bringing closure to three different simulated advisement situations.

Activity No.	*Evaluation Criteria*
13.1.3.5.A	The trainee was asked to write a brief paragraph discussing the importance of each of a series of procedures for case closure. The trainee's response should be evaluated in terms of completeness and logic. It should be brief, concise, and indicate that the trainee is aware of the consequences of failing to provide an adequate closure.
13.1.3.5.B	The trainee was given three case studies and asked to write a brief paper discussing how case closure can be achieved. The trainee's response should be evaluated in terms of its completeness. The trainee should include each of the steps which were given in activity 13.1.3.5.A.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 13.0 Advising / Curriculum

Competency 13.2 A curriculum consultant should be capable of establishing himself as an obvious resource to personnel encountering problems related to curriculum for exceptional children.

December 1973

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 13: Advising / Curriculum

MODULE ELEMENT SCOPE:

This module element is designed to aid you in the development of skills necessary for you to establish yourself as a resource to personnel encountering curriculum related problems. The emphasis in the first part of this element is on developing skills in the identification of ones to the need or desire for advisement as well as skills in differentiating between situations which are short term as opposed to those which would require a lon-term involvement. In the last section of this module you are provided with activities to develop your skills in establishing procedures to facilitate the provision of advisement opportunities.

MODULE ELEMENT SPCECIFICATIONS:

Competency 13.2 A curriculum consultant should be capable of establishing himself as an obvious resource to personnel encountering problems related to curriculum for exceptional children.

Competency Components:

13.2.1 To assist the trainee in identifying those features of an advisement situation which indicate the need for continued involvement with advisees.

13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			13.2.1.1 The trainee will be able to differentiate consultation situations which are short-term from those requiring more long-term involvement.	
			13.2.1.2 The trainee will be able to identify cues which suggest that teachers desire advisement on curriculum related problems.	
			13.2.1.3 The trainee will be able to identify cues which suggest that teachers need advisement on curriculum.	
			13.2.2.1 The trainee will be able to design communiqués which clearly describe the role of a consultant.	
			13.2.2.2 The trainee will be able to design activities and materials which illustrate the services offered by a curriculum consultant.	
			13.2.2.3 The trainee will be able to design formal and informal referral procedures which encourage teachers and administrators to make use of consulting services.	
			13.2.2.4 The trainee will be able to design procedures for obtaining access to consulting services outside the school.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

13.2.1.1.B

13.2.1.2.B

13.2.1.3.A

13.2.1.3.B

13.2.2.1.A

13.2.2.1.B

13.2.2.1.D

13.2.2.2.A

13.2.2.2.B

13.2.2.3.A

13.2.2.4.A

13.2.2.4.B

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

13.2.1 To assist the trainee in identifying those features of an advisement situation which indicate the need for continued involvement with advisees.

Behavioral Objectives:

13.2.1.1 The trainee will be able to differentiate consultation situations which are short-term from those requiring more long-term involvement.

13.2.1.2 The trainee will be able to identify cues which suggest that teachers desire advisement on curriculum related problems.

13.2.1.3 The trainee will be able to identify cues which suggest that teachers need advisement on curriculum.

Competency Component: 13.2.1 To assist the trainee in identifying those features of an advisement situation which indicate the need for continued involvement with advisees.

Behavioral Objective: 13.2.1.1 The trainee will be able to differentiate consultation situations which are short-term from those requiring more long-term involvement.

Enabling Activities	*Resources*	*Comments*
The time requirements for advisement situations you will encounter as a curriculum consultant will vary greatly. Some might require but a single session plus followup while others will require advisement over an extended period of time. Thus, if you are to serve effectively as a curriculum consultant you will have to be able to differentiate consultant situations which are short-term from those requiring more long-term advisement. 13.2.1.1.A Although the terms long and short are relative, when concerning oneself with advisement situations one thinks of short-term situations as being measured in days while long-term situations require weeks or months. In fact, many short-term situations require but a single session and followup. With this in mind list five hypothetical problems which would most probably require short-term advisement and five hypothetical problems which would probably require more long-term situations. Be sure to briefly justify your choices by writing a short paragraph describing your reasoning.		

13.2.1.1.B

In the resource file under 13.1.3.1.C, you will find a series of very brief case studies. After you have read each case study, determine whether long-term or short-term advisement is called for. If in some cases it is hard to decide, explain what factors could influence a decision in one way or another. In either case, be sure to justify your conclusions with a brief paragraph.

Resource file #13.2.1.1.B

Same as 13.1.3.1.C

Competency Component: 13.2.1 To assist the trainee in identifying those features of an advisement situation which indicate the need for continued involvement with advisees.

Behavioral Objective: 13.2.1.1 The trainee will be able to differentiate consultation situations which are short-term from those requiring more long-term involvement.

Activity No.	*Evaluation Criteria*
13.2.1.1.A	The trainee was asked to give five examples of situations requiring short-term advisement as well as five examples requiring long-term advisement. Examples of short-term advisement should be situations which could be handled in three sessions or less. Examples of long-term advisement should be situations which would require rather extended periods of time. Often the trainee will give responses which could be either long-or short-term depending on extraneous situations. If this is the case, check the trainee's justification for his example. This justification should indicate that he is aware of the differences involved in long and short advisement.
13.2.1.1.B	Same as 13.1.3.1.C

Competency Component: 13.2.1 To assist the trainee in identifying those features of an advisement situation which indicate the need for continued involvement with advisees.

Behavioral Objective: 13.2.1.2 The trainee will be able to identify cues which suggest that teachers desire advisement on curriculum related problems.

Enabling Activities	*Resources*	*Comments*
Often times curricular situations will be hard to read. For example, in observing classroom situations on the surface, all may appear to be going well but actually potential or actual problems exist which aren't readily visible. Unfortunately, teachers are often hesitant to ask for assistance or bring up problems, especially when the curriculum consultant is making overtones to the fact that all appears to be going well. The exercises in the following sections are aimed at developing your skills in reading interpersonal situations in which there are cases that teachers desire help or advisement on curriculum.		
13.2.1.2.A In the resource column and 13.2.1.2.A, you will find a list of behaviors which might suggest that the teacher desires advisement. After reading this list, prepare a checklist or behavioral inventory which might be useful in identifying situations in which the teacher feels a need for advisement.	13.2.1.2.A 1) The advisee appears to be nervous or anxious about something. 2) The advisee appears hesitant to terminate the conference. 3) The advisee expresses frustration. 4) The advisee expresses pessimism. 5) The advisee expresses the desire to keep things exactly as they are. 6) The advisee appears to lack self-confidence. 7) The advisee keeps bringing up additional questions. 8) The advisee keeps bringing up irrelevant information.	

Behavioral Objective *Continued:*

13.2.1.2.B

In the resource file 13.2.1.2.B, you will find a list of statements. Some of these statements will clearly indicate that the individual desires assistance, others might indicate that the individual desires assistance and still others will be impossible to tell. After reading each statement, make a decision as to whether the individual desires additional assistance, or not. Briefly explain why you believe this.

Resource file #13.2.1.2.B
List of Statements

1) I don't know, everything seems to be going well.
2) I know if I just keep doing what I am doing now, all will be okay.
3) I've really got it together now.
4) Don't worry, I'll call you if I need you.
5) Don't leave yet, just one more question.
6) I know it worked when you were helping.
7) I don't want to get in that position again.
8) Just a couple more questions.
9) Are you really sure I can handle it?
10) I keep trying.

Competency Component: 13.2.1 To assist the trainee in identifying those features of an advisement situation which indicates the need for continued involvement with advisees.

Behavioral Objective: 13.2.1.2 The trainee will be able to identify cues which suggest that teachers desire advisement on curriculum related problems.

Activity No.	*Evaluation Criteria*
13.2.1.2.A	Same as 13.1.3.2.A
13.2.1.2.B	The trainee was to read a list of statements and determine whether or not the advisee desired additional assistance and to explain his reason for believing so. The following key should aid in evaluating trainee responses. (1) The advisee appears to lack self-confidence or is at least somewhat unsure of himself. This probably indicates a desire for reassurance, if not actual further assistance. (2) The advisee expresses some confidence but also insecurity because he desires to keep things exactly as they are. This could indicate a need, if not a desire, for further assistance. (3) The advisee expresses confidence. He most probably does not need or desire additional attention. (4) The advisee expresses confidence as well as initiative to seek further help, if needed. This most probably indicates the advisee neither needs nor desires further attention. (5) The advisee appears hesitant to terminate the conference and keeps bringing up additional questions. This probably indicates the desire for additional assistance. (6) The advisee appears to lack confidence and expresses pessimism. May indicate desire for additional assistance. (7) The advisee might be hinting at a hidden fear or might be anxious about the situation. This could possibly indicate the desire for more attention. (8) The advisee keeps bringing up additional questions. Could indicate the desire for further assistance. (9) The advisee appears to lack confidence and perhaps is a little pessimistic as to the situation. May indicate a desire for further advisement. (10) The advisee expresses frustration. Probably indicates desire for further attention.

Competency Component: 13.2.1 To assist the trainee in identifying those features of an advisement situation which indicate the need for continued involvement with advisees.

Behavioral Objective: 13.2.1.3 The trainee will be able to identify cues which suggest that teachers need advisement on curriculum.

Enabling Activities	*Resources*	*Comments*
Often you will find that the person who asks for help in solving curriculum problems needs help far less than many of those who are having problems but who are reluctant to ask for this help. Thus, as a curriculum consultant, it will be important for you to be on the lookout for cases indicating possible problems in your routine visits to schools. Also, it is important during these visits to identify situations though while not a problem now, that have a high probability of becoming a problem in the future (this is especially true for new teachers). The following exercises are geared to help you develop these skills. 13.2.1.3.A In resource file 13.2.1.3.A, you will find two papers discussing the observational technique. Read these articles very carefully and then write a short paper discussing how observation techniques can be useful in assessing potential and evident curriculum problems, as well as the problems and limitations of the techniques.	Resource file #13.2.1.3.A Fox, D.J. The Research Process in Education. New York: Holt, Rinehart and Winston, 1969, chapter 17, 492-524. Harris, B.M. and Bessent, W. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1969, chapter 7, 131-163.	

13.2.1.3.B

In resource file 13.2.1.3.B, you will find an example of a guide to classroom observation. Briefly discuss the relevance of this particular guide in identifying potential and extant classroom problems. Discuss the advantages and disadvantages of the guide in general.

13.2.1.3.C

Develop your own guide to classroom observation which you believe would be especially relevant to a curriculum consultant in identifying cues which suggest that teachers need advisement on curriculum and submit it to your instructor for criticism.

13.2.1.3.D

Field test your observation guide in an actual classroom setting.

Resource file #13.2.1.3.B

Guide to Classroom Observation

Competency Component: 13.2.1 To assist the trainee in identifying those features of an advisement situation which indicates the need for continued involvement with advisees.

Behavioral Objective: 13.2.1.3 The trainee will be able to identify cues which suggest that teachers need advisement on curriculum.

Activity No.	*Evaluation Criteria*
13.2.1.3.A	The trainee was to read two articles on observational techniques and then write a paper discussing how these techniques can be useful in assessing potential and evident curriculum problems as well as the limitations of the techniques. The trainee's response should be evaluated in terms of its comprehensiveness. It should indicate that the trainee profited from reading the articles and is aware of both advantages and disadvantages of observation. In general, the response should have covered at least the following topics. (1) When is observation appropriate in advisement? (2) How are levels of observation relevant to advisement? (3) What is involved in observation? (4) What is the need for a systematic procedure and why does it exist? (5) What are the advantages and disadvantages of observation?
13.2.1.3.B	Given a guide to classroom observation the trainee was to discuss the relevance of the guide in identifying potential problems as well as to discuss the advantages and disadvantages of the guide in general. The trainee's response should indicate: (1) The guide might well be useful in identifying potential problems because it covers many areas. (2) The guide is comprehensive and gives specific examples of behaviors and factors to be sought. (3) The guide is fairly bulky and various sections are not easily accessible.
13.2.1.3.C	The trainee was to develop his own guide to classroom observation which would be relevant to identifying situations in which advisement might be necessary. The guide should be preliminarily evaluated in terms of its comprehensiveness. The final evaluation of the guide should not occur until the following activity, in which the guide is field tested, is completed.

Competency Component: 13.2.1 To assist the trainee in identifying those features of an advisement situation which indicate the need for continued involvement with advisees.

Behavioral Objective: 13.2.1.3 The trainee will be able to identify cues which suggest that teachers need advisement on curriculum.

Activity No.	*Evaluation Criteria*
13.2.1.3.D	The trainee was to field test the guide that was developed in the previous exercise. The final evaluation of the guide should be in terms of its usefulness. Information obtained from the guide should be compared with that which would have been obtained by the guide used in activity 13.2.1.3.B. The relative advantages and disadvantages of each guide should be discussed with the trainee.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objectives:

13.2.2.1 The trainee will be able to design communiqués which clearly describe the role of a consultant.

13.2.2.2 The trainee will be able to design activities and materials which illustrate the services offered by a curriculum consultant.

13.2.2.3 The trainee will be able to design formal and informal referral procedures which encourage teachers and administrators to make use of consulting services.

13.2.2.4 The trainee will be able to design procedures for obtaining access to consulting services outside the school.

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.1 The trainee will be able to design communiqués which clearly describe the role of a consultant.

Enabling Activities	*Resources*	*Comments*
As a curriculum consultant, you will find that it is necessary to communicate to others your role both through formal and informal means. One of the most common formal means you will be required to use will be that of the communiqué. The exercises in this section will enable you to design effective communiqués.		
13.2.2.1.A In resource file 13.2.2.1.A, you will find a delightful book discussing the topic of correspondence. Read this book and summarize the major points in each chapter.	Resource file #13.2.2.1.A Cox, H. Coping with Correspondence. New York: Sterling, 1959.	
13.2.2.1.B In resource file 13.2.2.1.B, you will find a series of communiqués on various subjects. Some of these communiqués will be better than others. Read each of these communiqués and then based on the knowledge you gained from activity 13.2.2.1.A, write a brief paragraph describing why the communiqué was successful or unsuccessful in communicating its intent.	Resource file #13.2.2.1.B Series of Communiqués To All Principles: Unfortunately many persons are unaware of the services offered by the evaluation center. If you will require your teachers to read pages 10-25, of the teacher handbook you will find a fairly detailed list of these services. Don't allow your teachers to deprive children in their classes of these services.	

Behavioral Objective *Continued:*

13.2.2.1.B (continued)

13.2.2.1.C

Briefly outline the major points which describe your role as a curriculum consultant which would be important for others to know. Based on this outline, design a basic communiqué which could be disseminated to special education teachers in your district to explain your educational function.

13.2.2.1.D

In resource file 13.2.2.1.D, you will find a letter requesting information as to your role as a curriculum consultant. Reply to this letter with a communiqué.

To All Classroom Teachers:

The county B.P.I. requests your opinion on the matter of the new split shift plan. The question has been raised as to whether we should remain on the new schedule or go back on the old plan. Please find attached a form for your reply. In the event that you have any questions, please feel free to call upon me.

Resource file #13.2.2.1.D

Letter Requesting Information as to your Role as a Curriculum Consultant.

Ms. X, Special Education Curriculum Specialist
Normal County Schools

Behavioral Objective *Continued:*

13.2.2.1.D (continued)

Dear Ms. X:

It has been brought to my attention that many of our special education teachers are unaware of the services provided by Special Education Curriculum Specialists. Will you please prepare a two or three paper communiqué which would be distributed to the special class teachers.

Sincerely,

Ralph P. Dye, M.A.
Director of Special
Education
Normal County Schools

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.1 The trainee will be able to design communiqués which clearly describe the role of a consultant.

Activity No.	*Evaluation Criteria*
13.2.2.1.A	The trainee was to read a short book on coping with correspondence and briefly summarize the major points of each chapter. The trainee's response should have covered at least the following points: (1) Chapter 1 (a) the importance of letters (b) elements of an effective letter (c) need for organization (d) use of appropriate words (e) need for avoiding omissions (f) using human nature to your advantage (g) need for sincerity (2) Chapter 2 (a) avoidance of gloom words (b) importance of intent, as well as, content (c) need for self-improvement (3) Chapter 3 (a) need for avoiding habit writing (b) role of competition in letter writing (4) Chapter 4 (a) cost of a business letter (b) need for allowing secretary to make suggestions and improvements

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.1 The trainee will be able to design communiqués which clearly describe the role of a consultant.

Activity No.	*Evaluation Criteria*
13.2.2.1.A (continued)	(c) responsibilities of you and your secretary (5) Chapter 5 (a) avoiding short sentences (b) use of short sentences and fragments (c) use of moderate sentence length (d) use of long sentences (e) how to divide long sentences (6) Chapter 6 (a) don't repeat what has already been stated (b) implications that can't be misunderstood can save words (c) don't use more words than necessary (d) how to determine how much is enough (7) Chapter 7 (a) need for wording that doesn't offend (b) need for wording which is appropriate (c) how to avoid selfish sounding letters (d) avoiding <u>you</u> in blaming (8) Chapter 8 (a) avoidance of inexact words (b) use of proper connecting words (c) avoidance of words with more than one meaning

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.1 The trainee will be able to design communiqués which clearly describe the role of a consultant.

Activity No.	*Evaluation Criteria*
13.2.2.1.A (continued)	(d) use of everyday words (e) avoidance of jargon (f) avoidance of distracting words (g) use of vivid words (9) Chapter 9 (a) avoidance of overstated or overused phrases (b) personalized letters (c) omitting extra words (d) use of good endings (10) Chapter 10 (a) need for wholehearted responses (b) when and how to say no (11) Chapter 11 (a) dressing the letter for the occassion (b) development of a central selling point (c) need for observing protocol (d) presenting facts temptingly (e) use of devices and gimmicks
13.2.2.1.B	The trainee was to read a series of communiqués and then determine why the communiqué was successful or unsuccessful in clearly communicating its intent. The trainee's response should be evaluated in terms of the extent to which he profited from the previous activity. He should have found at least three problems in each communiqué which were problems discussed in the book on coping with correspondence.

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.1 The trainee will be able to design communiqués which clearly describe the role of a consultant.

Activity No.	*Evaluation Criteria*
13.2.2.1.C	The trainee was to design a basic communiqué which describes the role of a curriculum consultant. The response should be evaluated both in terms of its quality as a piece of correspondence and its comprehensiveness in describing the role of a curriculum consultant. In evaluating the trainees communiqués as correspondence, the response should contain all the qualities referred to in the book on correspondence from Activity 13.2.2.1.A. If the communiqué meets all of these requirements but it appears that the trainee is unsure or unaware of the role of a curriculum consultant, he should be referred to Module 6 element 6.1. After completing these activities he should be required to rewrite the communiqué.
13.2.2.1.D	The trainee was to respond to a series of letters by developing a communiqué. Since the basic communiqué was already developed in activity 12.2.2.1.C the trainee need only gear his response to the audience to be served.

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.2 The trainee will be able to design activities and materials which illustrate the services offered by a curriculum consultant.

Enabling Activities	*Resources*	*Comments*
Curriculum consultants are often called upon to present workshops or other presentations to discuss their role and function. Hence, the consultant must be able to design activities and materials which illustrate their services. The following activities are intended to aid you in developing this skill.		
13.2.2.2.A In resource file 13.2.2.2.A, you will find a short book discussing activities and materials which can be used in making presentations. Read this book carefully and complete each of the book's fourteen assignments.	Resource file #13.2.2.2.A Streeter, D.C. A Speech Handbook for Teachers. Englewood Cliffs, New Jersey: Prentice-Hall, 1964.	
13.2.2.2.B In resource file 13.2.2.2.B, you will find a list of activities, materials, and techniques which can be useful in illustrating the services offered by curriculum consultants. Prepare an annotated list for your personal future use. Are there additional activities, materials, etc. which might be useful? If so, list these and present them to your instructor.	Resource file #13.2.2.2.B List of Activities 1) Role playing 2) Simulation 3) Film strips 4) Slide presentation 5) Video tape 6) Eight millimeter film 7) Visual illustration 8) Audio tape 9) Handouts 10) Transparencies 11) Speechs	

13.2.2.2.C

Suppose you where asked to present a two hour presentation on the role of the curriculum consultant at the next special education teachers.

Prepare a outline listing possible materials and activities which could be used to illustrate the services offered by a curriculum consultant.

13.2.2.2.D

Prepare at least three materials or activities which illustrate the services offered by a curriculum consultant. Present these to your instructor for approval

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.2 The trainee will be able to design activities and materials which illustrate the services offered by a curriculum consultant.

Activity No.	*Evaluation Criteria*
13.2.2.2.A	The trainee was to read the book 'A Speech Handbook for Teachers' and then answer each of the assignments contained within the book. The evaluator is referred to the book for guidelines in evaluating trainee responses.
13.2.2.2.B	The trainee was asked to develop an annotated list of activities, materials, and techniques which would be useful in illustrating the services offered by curriculum consultants. The trainee's response should contain at least 15 listings (including those mentioned in Resource File 13.2.2.2.B). One or two sentences explaining the use of the activity, material or technique should be a sufficient annotation.
13.2.2.2.C	The trainee was to prepare an outline for a two-hour presentation on the services offered by curriculum consultants. This outline was to contain possible materials and activities. The trainee's response should contain two or more activities (preferably more). The listing of the materials or techniques should be consistent with the uses of the techniques as presented in the trainee's annotation from the previous activity, 13.2.2.2.B.
13.2.2.2.D	The trainee was to prepare three materials or activities which illustrate the services offered by a curriculum consultant. The response should be evaluated in terms of its completeness and its appropriateness for the task assigned. For example, if the subject was to prepare a filmstrip, it would not be necessary for him to take the picture, but he should draw a sketch of the picture and present a full script for this activity.

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.3 The trainee will be able to design formal and informal referral procedures which encourage teachers and administrators to make use of consulting services.

Enabling Activities	*Resources*	*Comments*
In order for persons to make adequate use of your consultant services, it will be necessary for you to design appropriate referral procedures. Included in these procedures should be informal as well as formal procedures. The following activities will help you develop the skill necessary in designing these referral procedures.		
13.2.2.3.A In resource file 13.2.2.3.A, you will find articles discussing formal and informal referral procedures in an area other than curriculum development. Read these articles carefully and briefly summarize the importance of formal and informal referral procedures.	Resource file #13.2.2.3.A Johnson, W.F., Stefflre, B., Edelfelt, R.A. Pupil Personnel and Guidance Services, New York: McGraw-Hill, 1961, pages 306-311.	
13.2.2.3.B Write a short paper describing the importance of formal and informal referral procedures in increasing the effectiveness of the role of the curriculum consultant.		

Behavioral Objective . Continued:

13.2.2.3.C

Design a hypothetical model which would allow for both informal and formal referral. Design needed forms as well as developing a flow chart Explain the referral process

13.2.2.3.D

Design a set of standardized forms for referral. Submit these to your instructor for his evaluation.

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.3 The trainee will be able to design formal and informal referral procedures which encourage teachers and administrators to make use of consulting services.

Activity No.	*Evaluation Criteria*
13.2.2.3.A	The trainee was asked to read Resource File 13.2.2.3.A and to briefly summarize the major points. The trainee should make some reference to the following points listed: (1) What is involved in a referral? (2) Who is responsible for making referrals? (3) Why involve community agencies with referrals? (4) When is a referral necessary? (5) Summary of guides to making good referrals.
13.2.2.3.B	The trainee was to write a short paper describing the importance of formal and informal referral procedures in increasing the effectiveness of curriculum consultants. The paper should be evaluated in terms of its completeness and logic. The paper should be concise and should indicate that the trainee profited from the readings in the previous activity 13.2.2.3.A.
13.2.2.3.C	The trainee was to design a hypothetical referral model as well as develop a flow chart to illustrate this model. This model should contain procedure for informal as well as formal procedure. In general, the simpler and more direct the model the more feasible the implementation. Highly complex models or models with problems should be discussed with the trainee.
13.2.2.3.D	The trainee was to develop a set of forms for referral to a curriculum consultant. The trainee forms should be evaluated in terms of the following criteria: (1) Are the directions clearly and simply stated? (2) Is the form easy to fill out? (3) Does it require as little writing from the referrer as possible? (4) Does the form provide the basic information such as referred by, reason for referral, urgency of problem, etc.?

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.4 The trainee will be able to design procedures for obtaining access to consulting services outside the school.

Enabling Activities	*Resources*	*Comments*
In performing your duties as a curriculum consultant in the area of special education, you will run into situations which you are unable to handle or which are beyond your auspices as a consultant. Fortunately, very often there will be other referral sources which can provide information, counseling or other services directly to you or to your client. However, to obtain these services, you must know of their existence and you must be able to design procedures for access to these services. The following activities will aid you in developing the skills.		
13.2.2.4.A	Resource file #13.2.2.4.A	
In resource file 13.2.2.4.A, you will find two term papers relevant to community resources. Both of these papers are concerned with mental retardation. Read these papers and then write a paper on community services for all areas of special education.	Term papers	
13.2.2.4.B	Resource file #13.2.2.4.B	
In resource file 13.2.2.4.A, you will find a list of public agencies dealing with problems or areas related to special education. After each	List of Public Agencies Dealing with Special Education	

13.2.2.4.B (continued)

agency you will find a short description of these services. After reading these descriptions, list each agency on a 3 by 5 index card and briefly summarize the services provided by these agencies.

13.2.2.4.C

Most of the organizations listed in resource file 13.2.2.4.A, have local branch offices. Look up the phone numbers and addresses of the local branches of these organizations and record them on the backs of the index cards you developed.

13.2.2.4.D

Cross index your index cards as to:

a. type of handicap
b. type of service

13.2.2.4.E

Develop an annotated list of community services for dissemination to special education teachers.

13.2.2.4.F

What procedures must a person generally go through to gain access to consulting services outside of the school? Develop a short presentation (10 to 15 minutes) discussing both formal and informal procedures.

Competency Component: 13.2.2 To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

Behavioral Objective: 13.2.2.4 The trainee will be able to design procedures for obtaining access to consulting services outside the school.

Activity No.	*Evaluation Criteria*
13.2.2.4.A	The trainee was to write a term paper discussing community services for exceptional children. The paper should be evaluated primarily in terms of its comprehensiveness. It should survey the general range of services provided exceptional children (diagnosis, supportive services, day care, etc.) as well as cover the major associations for each area of handicap. See Resource File 13.2.2.4.B for complete listings of agencies and services.
13.2.2.4.B	The trainee was given a list of public agencies dealing with Special Education and asked to prepare a 3"x 5"card briefly summarizing the services of each agency. As this list of agencies is primarily for the trainee's own use, no evaluation is necessary.
13.2.2.4.C	The trainee was to look up the phone numbers and addresses of local branches of the organizations listed in activity 13.2.2.4.B. This activity is primarily for the trainee's own use. The only evaluation needed is to check and be sure the trainee completes the task.
13.2.2.4.D	The trainee was to cross index the cards he developed in activity 13.2.2.4.C as to types of handicap and types of services provided. This activity is self-evaluating. The evaluator need only check to assure the trainee has completed the activity.
13.2.2.4.E	The trainee was to develop an annotated list of community services for exceptional children suitable for dissemination to Special Education teachers. The trainee's list should be concise, yet comprehensive. It should contain sufficient information for individuals unfamiliar with the organization and its services, yet be brief enough to be contained within two or three pages.
13.2.2.4.F	The trainee was to prepare a short presentation describing the general procedures involved in obtaining access to consulting services outside the public school. The trainee's response should indicate that a referral or request for service is required, as well as, a statement delineating need and qualification for service. The trainee's response should also contain examples of these steps.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 13.0 Advising / Curriculum

Competency 13.3 A curriculum consultant should be capable of analyzing curriculum related problems and determining the possible consequences of the problems, personnel affected, and personnel having responsibilities for resolving the problem.

December 1973

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Division of Training

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 13: Advising / Curriculum

MODULE ELEMENT SCOPE:

The purpose of this module element is to provide the trainee with skills in analyzing curriculum related problems. In the first part of the element, activities are designed to aid the trainee in identifying curriculum related problems. In the last part of the module element, activities are provided to aid you in developing a systematic approach to the analysis of curriculum related problems.

MODULE ELEMENT SPECIFICATIONS:

Competency 13.3 A curriculum consultant should be capable of analyzing curriculum related problems and determining the possible consequences of the problems, personnel affected, and personnel having responsibilities for resolving the problem.

Competency Components:

13.3.1 To assist the trainee in identifying curriculum related problems.

13.3.2 To assist the trainee in applying systems analysis to curriculum related problems.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date:	Reason:

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO be ACHIEVED IN THIS MODULE ELEMENT		Cross-Ref.
			13.3.1.1	The trainee will be able to describe curriculum related problems frequently encountered by local districts re: [illegible] children.	
			13.3.1.2	The trainee will be able to design survey procedures identifying curriculum related problems.	
			13.3.1.3	The trainee will be able to structure a plan for identifying curriculum problems which involves techniques other than surveys.	
			13.3.2.1	The trainee will be able to cite three references which describe systems analysis applications to curriculum.	
			13.3.2.2	The trainee will be able to illustrate the use of systems analysis and flow charting relative to identifying curriculum related problems.	
			13.3.2.3	The trainee will be able to apply a form of systems analysis including flow charting to the analysis of a specified curriculum related problem.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

13.3.1.1.A

13.3.1.1.B

13.3.1.2.A

13.3.1.3.A

13.3.1.3.B

13.3.1.3.C

13.3.2.1.A

13.3.2.1.C

13.3.2.2.B

13.3.2.3.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

13.3.1 To assist the trainee in identifying curriculum related problems.

Behavioral Objectives:

13.3.1.1 The trainee will be able to describe curriculum related problems frequently encountered by local districts serving handicapped children.

13.3.1.2 The trainee will be able to design survey procedures identifying curriculum related problems.

13.3.1.3 The trainee will be able to structure a plan for identifying curriculum problems which involves techniques other than surveys.

Competency Component: 13.3.1 To assist the trainee in identifying curriculum related problems.

Behavioral Objective: 13.3.1.1 The trainee will be able to describe curriculum related problems frequently encountered by local districts serving handicapped children.

Enabling Activities	*Resources*	*Comments*
As a curriculum consultant it will be necessary for you to be cognizant of the various curriculum related problems frequently encountered by local districts serving handicapped children. Some of these problems will be common to regular education as well as special education; some will be obvious. The activities in these sections are intended to enable you to describe curriculum problems and thus be more aware of them. 13.3.1.1.A Before one can identify or describe curriculum problems one must have at least a rudimentary notion of what is involved in problem definition. While this might appear to be a truism, what may be a problem for one group in a situation may not be a problem for another group in the same situation. The articles in Resource File 13.3.1.1.A will provide you with some basic knowledge of what is involved in problem definition. Read this article carefully and briefly summarize its major points.	Resource fild 13.3.1.1.A Lawler, M.R. Curriculum Consultants at Work. New York: Columbia Teacher's College,1958, Chapater III, pages 27-79. For further reference see: Fraser, D.M. Deciding What to Teach, Washington, N.E.A., 1964.	

13.3.1.1.B

Few sources will tackle the range of curriculum related problems encountered by teachers and school districts. Rather, most sources will concern themselves with one or two specific problems or with widely defined generic problems. Nonetheless, often these sources can be valuable. In resource column 13.3.1.1.B you will find a list of general curriculum problems. For each of these problems identify five sources from the professional literature and abstract them on 3 x 5 index cards.

13.3.1.1.C

In the previous activity, you were given a list of generic curriculum related problems. In this exercise you are asked to brainstorm and develop a specific list of problems which might be encountered by local districts and teachers serving exceptional children. Submit this list to your instructor for comment.

Resource column #13.3.1.1.B

1) Managing classroom behavior
2) Selecting classroom materials
   a. reading
   b. math
   c. language
   d. arts and crafts
3) Developing units of instruction
4) Defining classroom objectives
5) Lesson planning
6) Developing classroom materials

A list of journals is also provided in Resource File 13.3.1.1.B for easy reference.

Competency Component: 13.3.1 To assist the trainee in identifying curriculum related problems.

Behavioral Objective: 13.3.1.1 The trainee will be able to describe curriculum related problems frequently encountered by local districts serving handicapped children.

Activity No.	*Evaluation Criteria*
13.3.1.1.A	The trainee was to read an article on problem definition and briefly summarize its major points. The trainee's response should be evaluated in terms of its comprehensiveness. The response should have considered the following questions: (1) Are the terms problem identification and problem definition synonymous? (2) How much time should be allowed for problem definition? (3) Who should participate in defining the problem? (4) Should the consultant be involved in the problem definition stage? (5) What is the consultant's role in problem definition? (6) Should the consultant know the expectations of the group relative to curriculum improvement? (7) Are there considerations other than the actual identification of the problem of which the curriculum worker should be aware during this particular stage of work? (8) What determines whether the problem to be studied is the "group's" problem? (9) Where did the problem originate?
13.3.1.1.B	The trainee was given a list of curriculum problems and asked to identify and briefly abstract five sources from the professional literature dealing with each problem. The trainee's response should be on 3 x 5 index cards. The abstract should be in sufficient detail to assure the reader that the book or article, etc. was, in fact, concerned with the appropriate topic.
13.3.1.1.C	The trainee was to develop a list of curriculum problems especially relevant to special education. As this activity is a brainstorming activity, creativity should be encouraged and rigid evaluation discouraged. After the trainee has developed his list, he should compare and contrast the list with his classmates. A buzz session would be a good follow-up for this activity.

Competency Component: 13.3.1 To assist the trainee in identifying curriculum related problems.

Behavioral Objective: 13.3.1.2 The trainee will be able to design survey procedures identifying curriculum related problems.

Enabling Activities	*Resources*	*Comments*
Now that you have an idea of the nature of the curricular problems you will encounter in your work as a curriculum consultant, it is necessary for you to design methods for identifying these curricular problems. One technique that is commonly used is the survey. The activities in this section will enable you to design effective survey procedures for identifying curriculum related problems. 13.3.1.2.A In resource file 13.3.1.2.A, you will find an article concerning surveys. After you have read this article, answer each of the following questions: 1) what is a survey? 2) what is involved in utilizing a survey? a) material needed b) procedures 3) what are some of the advantages of using surveys? 4) what are some of the disadvantages of using surveys?	Resource file #13.3.1.2.A Fox, D.J. The Research Process in Education. New York: Holt, Rinehart and Winston, 1969. Chapter 15, pages 423-454.	

13.3.1.2.B

Based on the information you gained

13.3.1.2.B (continued)

in activity 13.3.1.2.A, write a short paper discussing the relevance of utilizing surveys in identifying curriculum problems. Be sure to discuss the advantages and disadvantages of the survey for accomplishing these ends.

13.3.1.2.C

Design a survey which would aid you in identifying curriculum related problems. Submit this survey to your instructor for criticism.

Competency Component: 13.3.1 To assist the trainee in identifying curriculum related problems.

Behavioral Objective: 13.3.1.2 The trainee will be able to design survey procedures identifing curriculum related problems.

Activity No.	*Evaluation Criteria*
13.3.1.2.A	In this activity, the trainee was asked to read the article in Resource File 13.3.1.2.A with the intention of answering the following: (1) What is a survey? (2) What is involved in utilizing a survey? (a) materials needed (b) procedures (3) What are some of the advantages of using surveys? (4) What are some of the disadvantages of using surveys? The following may be helpful in evaluating the assigned tasks: (1) Surveys are of three major types: (a) descriptive - describing specific phenomena in a specific time period (b) comparative - use of preselected criteria to compare two or more research situations (c) evaluative - use of preselected criteria to evaluate some aspect of a research situation (2) The trainer is referred to pp. 448-449 of this resource file as a guide to answering this question. (3) (a) all survey data is collected in the present (b) Is one way of gathering data needed to satisfy some aspect of research? (c) others

Competency Component: 13.3.1 To assist the trainee in identifying curriculum related problems.

Behavioral Objective: 13.3.1.2 The trainee will be able to design survey procedures designed to identify curriculum related problems.

Activity No.	*Evaluation Criteria*
13.3.1.2.A (continued)	(4) (a) If a researcher finds or believes that the survey lacks an instrumentation sample, or certain potential results, he must abandon the survey because these factory may severely limit his results and interpretation. (b) One type of survey may limit certain kinds of information, e.g., if a researcher is working on a comparative survey, he is primarily concerned with his conclusions and may completely ignore the descriptive function. (c) others
13.3.1.2.B	The trainee was asked to write a short paper discussing the relevance of utilizing surveys in identifying curriculum problems, as well as discussing the advantages and disadvantages of this approach. The trainee response should be evaluated in terms of its comprehensiveness and logic. It should indicate that the trainee profited from previous activities.
13.3.1.2.C	The trainee was asked to design a survey which would aid in identifying curriculum problems. The survey should be evaluated on each of the following points. (1) Selection of an appropriate type of survey (2) Objectives of the survey translated in sound criterion variables (3) Adequate technique for variables identified (4) Potential success of proposed survey

Competency Component: 13.3.1 To assist the trainee in identifying curriculum related problems.

Behavioral Objective: 13.3.1.3 The trainee will be able to structure a plan for identifying curriculum problems which involves techniques other than surveys.

Enabling Activities	*Resources*	*Comments*
In addition to surveys there are several other techniques which can be used to identify curriculum problems. Some of these techniques will be able to be applied directly while others will require some modification to be used effectively by curriculum consultants. The following activities will give you some insights as to the nature of these techniques so that you might make further use of them. 13.3.1.3.A One of the best and most direct ways to identify curriculum related problems is through observation. In Resource file 13.3.1.3.A, you will find an article discussing observation and the observation technique. Read this article carefully and answer the following questions: 1) What is observation? 2) What techniques are involved in observation? 3) What are the advantages and disadvantages of this technique? 4) Briefly discuss how observation techniques would be useful in identifying curricular problems.	Resource file #13.3.1.3.A Fox, D.J. The Research Process in Education. New York: Holt, Rinehart, and Winston, 1969. Chapter 17, pages 492-524.	

Behavioral Objective Continued:

13.3.1.3.B

Another technique which can be used in identifying curriculum problems is the questioning method. In resource file 13.3.1.3.B, you will find an article discussing this technique. After reading this article, answer each of the following questions:

1) What is meant by the questioning technique? Briefly describe the procedure involved in using this technique.
2) What are the advantages and disadvantages of the technique?
3) How can these techniques be used in identifying curriculum problems?

13.3.1.3.C

While the measurement technique does not lend itself as readily to identifying curriculum problems as the techniques discussed in the previous two activities, it nonetheless has much relevance. In the Resource file under 13.3.1.3.C, you will find an article discussing this method. After reading this article answer each of the following questions:

1) What is the measurement method and what procedures are involved in using this method?
2) What types of modifications in this method would be necessary to render it effective for identifying curriculum problems?

Resource file #13.3.1.3.B

See Fox, Chapter 18, pages 524-570.

Resource file #13.3.1.3.C

See Fox, Chapter 18, pages 524-570.

13.3.1.3.C (continued)

3) What are the advantages and disadvantages of this method?

13.3.1.3.D

Are there any other techniques you can think of which would be relevant to identifying curriculum problems? If so, list them.

13.3.1.3.E

In the previous activities you have considered a number of techniques as to their viability in identifying curriculum problems. Based on the knowledge gained in these activities, develop a systematic plan to utilize these techniques in identifying curriculum problems frequently encountered by local districts.

Competency Component: 13.3.1 To assist the trainee in identifying curriculum related problems.

Behavioral Objective: 13.3.1.3 The trainee will be able to structure a plan for identifying curriculum problems which involves techniques other than surveys.

Activity No.	*Evaluation Criteria*
13.3.1.3.A	The trainee was asked to read Resource File 13.3.1.3.A with the intention of answering the following questions: (1) What is observation? (2) What techniques are involved in observation? (3) What are the advantages and disadvantages of this technique? (4) Briefly discuss how observation techniques could be useful in identifying curricular problems. The following should be helpful in evaluating this activity: (1) Observation can be both formal and informal. (2) Techniques involved depend on the type of observation being employed, i.e. direct or indirect. They may range from highly structured to extremely flexible. (3) An example of an advantage of observation - direct observation permits recording of the behavior as it occurs. A disadvantage here is that the behavior that is observed may or may not be the behavior that would have been manifested in the presence of the observer.
13.3.1.3.B	The trainee was asked to read Resource File 13.3.1.3.B and to answer the following questions. (1) What is meant by the questioning technique? Briefly describe the procedure involved in using this procedure. (2) What are the advantages and disadvantages of the technique? (3) How can these techniques be used in identifying curriculum problems? The following may be helpful in evaluating this assignment? Six element of the questioning method: (1) context of the questioning (2) context involved in the questioning (3) the question itself

Competency Component: 13.3.1 To assist the trainee in identifying curriculum related problems.

Behavioral Objective: 13.3.1.3 The trainee will be able to structure a plan for identifying curriculum problems which involves techniques other than surveys.

Activity No.	*Evaluation Criteria*
13.3.1.3.B (continued)	(4) circumstances involved in answering (5) how will the response be recorded - speaking, writing (6) the nature of the interaction of the researcher and respondent Some advantages and disadvantages that may be helpful: (1) respondent's task is simplified (2) minimizes the time and energy of the respondent (3) simplifies the researcher's task of data analysis (4) question may not fully explore the subject area (5) in personal interaction may or may not get honest responding to questions (6) in personal interaction the researcher verbally transmits questions; they can also be repeated (7) in personal interaction researcher has greater chance of getting the information needed as opposed to a written form Questionnaires can be so structured, either in written form or in a form to be delivered personally, that they will uncover curriculum problems, i.e. sequence, relevance, materials, strategies.
13.3.1.3.C	The trainee was asked to read Resource File 13.3.1.3.C and respond to the questions: (1) What is the measurement method and what procedures are involved in using this method? (2) What types of modification in this method would be necessary to render it effective for identifying curriculum problems? (3) What are the advantages and disadvantages of this method? The following may help to evaluate this activity:

Competency Component: 13.3.1 To assist the trainee in identifying curriculum related problems.

Behavioral Objective: 13.3.1.3 The trainee will be able to structure a plan for identifying curriculum problems which involves techniques other than surveys.

Activity No.	*Evaluation Criteria*
13.3.1.3.C (continued)	The measurement method involves: (1) delineation of measurement needs in the research problem (2) choosing the appropriate technique of measuring (3) choosing the most appropriate instrument (4) the way in which data is collected and analyzed If education can specify what is to be measured, then perhaps not only qualitative variables can be identified, but also scales can then be developed to measure what has been prescribed. In using this approach, the researcher must establish applicable constructs and use appropriate instruments and techniques to have a worthwhile study. This method also utilizes questioning and observingas part of its procedure but in a different context. Measurement may or may not be relevant. One basic problem in evaluating the results of any measurement is defining "true" differences in the characteristics being measured. Are the instruments used valid and reliable? How much error in measurement can be attributed to situational factors, instrument factors, experimenter?
13.3.1.3.D	The trainee was asked to think of other techniques relevant to identifying curriculum problems. This is a brainstorming activity. No evaluation is needed at this time.
13.3.1.3.E	The trainee was to develop a systematic plan to utilize the techniques presented in Competency Component 13.3.1. The response should be evaluated in terms of its completeness and logic. All techniques (survey, observation, etc.) should be utilized. In addition, the uses of each technique in the plan should be appropriate to the situation and to the technique.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

13.3.2 To assist the trainee in applying systems analysis to curriculum related problems.

Behavioral Objectives:

13.3.2.1 The trainee will be able to cite three references which describe systems analysis applications to curriculum.

13.3.2.2 The trainee will be able to illustrate the use of systems analysis and flow charting relative to identifying curriculum related problems.

13.3.2.3 The trainee will be able to apply a form of systems analysis including flow charting to the analysis of a specified curriculum related problem.

Competency Component: 13.3.2 To assist the trainee in applying systems analysis to curriculum related problems.

Behavioral Objective: 13.3.2.1 The trainee will be able to cite three references which describe systems analysis applications to curriculum.

Enabling Activities	*Resources*	*Comments*
Systems analysis has long been used in business and industry in order to increase efficiency. Several theorists have suggested that these same techniques can be applied to education. The activities in this section will provide you with a general orientation to systems analysis and its potential in education, more specifically curriculum. 13.3.2.1.A Before you can discuss the relevance of systems analysis to curriculum problems, it is necessary to have a clear understanding of the phenomenon. In Resource file 13.3.2.1.A, you will find a book discussing systems analysis as it relates to business and industry where it developed. Skim or read pertinent sections of this book and then answer the questions below: 1) Briefly outline the major steps involved in systems analysis. 2) What is systems analysis? 3) Discuss the advantages and disadvantages of systems analysis.	Resource file #13.3.2.1.A Rosenblatt, S.B., Bonnington, R.L. and Needles, B.F. Modern Business: A Systems Approach. Boston: Houghton Mifflin, 1973.	Remember to use the index for easy reference to major points.

13.3.2.1.B

Do you see a potential for application of systems analysis to problems in curriculum? Write a short paper discussing how systems analysis can be applied to curriculum related problems.

13.3.2.1.C

In Resource file 13.3.2.1.C, you will find two books which describe systems analysis applications to education. After skimming or reading these books, analyze the paper which you wrote in 13.3.2.1.B. Were there points which you failed to mention? Did you identify areas these books failed to mention. Write a brief paper discussing areas of congruence and dissonance.

13.3.2.1.D

Go to the library and find as many sources as you are able relative to the application of systems analysis to curriculum. Annotate at least three of these references.

Resource file #13.3.2.1.C

Andrew, G.M., Moir, R.E. Information-Decision Systems in Education. Itasca, Illinois: Peacock, 1970.

Tanner, C.K. Designs for Educational Planning: A Systemic Approach. Lexington, Massachusetts: Heath Lexington, 1971.

Access to Library

Competency Component: 13.3.2 To assist the trainee in applying systems analysis to curriculum related problems.

Behavioral Objective: 13.3.2.1 The trainee will be able to cite three references which describe systems analysis applications to curriculum.

Activity No.	*Evaluation Criteria*
13.3.2.1.A	The trainee was asked to skim or read the text found in Resource File 13.3.2.1.A and be able to answer the following questions. The trainee's responses should be analyzed for completeness and comprehensive understanding of systems analysis. Questions to answer: (1) What is systems analysis? (2) What are the major steps involved in systems analysis? (3) Briefly list advantages and disadvantages of systems analysis.
13.3.2.1.B	The trainee was asked to write a brief paper discussing the application of systems analysis to curriculum problems. As the trainee will be asked to evaluate his own response in activity 13.3.2.1.C, no evaluation is needed at this point.
13.3.2.1.C	In Resource File 13.3.2.1.C, the trainee is to find two books. He was asked to skim or read them and to analyze a paper which he wrote in activity 13.3.2.1.B. In this analysis, he is asked to consider: (1) Were there points which you failed to mention? (2) Did you identify areas these books failed to mention. As a culminating activity, he is asked to write a brief paper discussing areas of congruence and dissonance. This assignment should be evaluated in terms of completeness and comprehensiveness.
13.3.2.1.D	The trainee was asked to locate as many sources as possible relative to the application of systems analysis to curriculum and then annotate three of the references. The trainee's re response should indicate that he made a conserted effort in locating sources. In addition, the source annotated should indicate if the topic research was indeed appropriate to the assignment given to the trainee.

Competency Component: 13.3.2 To assist the trainee in applying systems analysis to curriculum related problems.

Behavioral Objective: 13.3.2.2 The trainee will be able to illustrate the use of systems analysis and flow charting relative to identifying curriculum related problems.

Enabling Activities	*Resources*	*Comments*
In the previous section you developed some general conceptions as to the nature of systems analysis and its relevance to curriculum problems. In this section you will be given the opportunity to expand these skills by actually illustrating the use of systems analysis to curriculum related problems. 13.3.2.2.A Based on the knowledge you gained in the provious section 13.3.2.1, write a paper explaining a step-by-step procedure by which systems analysis can be used in identifying curriculum related problems. 13.3.2.2.B In Resource file 13.3.2.2.B, you will find a paper discussing the use of flow charts and pert charts in describing systems analysis. Read this paper carefully and make notes.	Resource file #13.3.2.2.B Rosenblatt, S.B., Bonnington, R.L. and Needles, B.F. Modern Business: A Systems Approach. Boston: Houghton Mifflin, 4, 6-7.	

Behavioral Objective Continued:

13.3.2.2.C

Develop a flow chart which will complement the paper you wrote in activity 13.3.2.2.A.

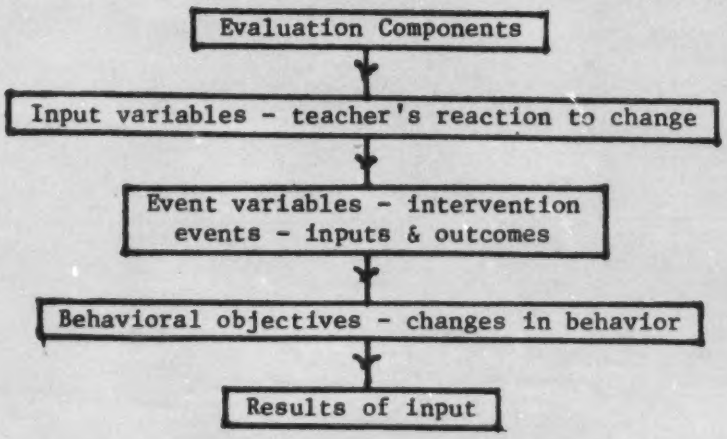
13.3.2.2.C

McIntyre, R. Evaluation of instructional materials and programs: application of a system approach. Exceptional Children, November, 1970. pp. 213-220

Armstrong, J.R. A model for materials development and evaluation. Exceptional Children, December, 1971. pp. 327-334.

Competency Component: 13.3.2 To assist the trainee in applying systems analysis to curriculum related problems.

Behavioral Objective: 13.3.2.2 The trainee will be able to illustrate the use of systems analysis and flow charting relative to identifying curriculum related problems.

Activity No.	*Evaluation Criteria*
13.3.2.2.A	In this activity, the trainee was asked to utilize information gained from 13.3.2.1 to write a paper explaining a step-by-step procedure by which system analysis can be used in identifying curriculum related problems. The instructor should utilize the trainee's responses in 13.3.2.1 along with his own knowledge of systems analysis to fully evaluate this activity.
13.3.2.2.B	The sources in Resource File 13.3.2.2.B provide a comprehensive overview of flow charting and pert charting in the evaluation of instructional materials, development and evaluation.
13.3.2.2.C	In this activity, the trainee was asked to develop a flow chart model which will complement the activity in 13.3.2.2.A. The following model should be helpful in evaluating this assignment: Flow Chart 

Competency Component: 13.3.2 To assist the trainee in applying systems analysis to curriculum related problems.

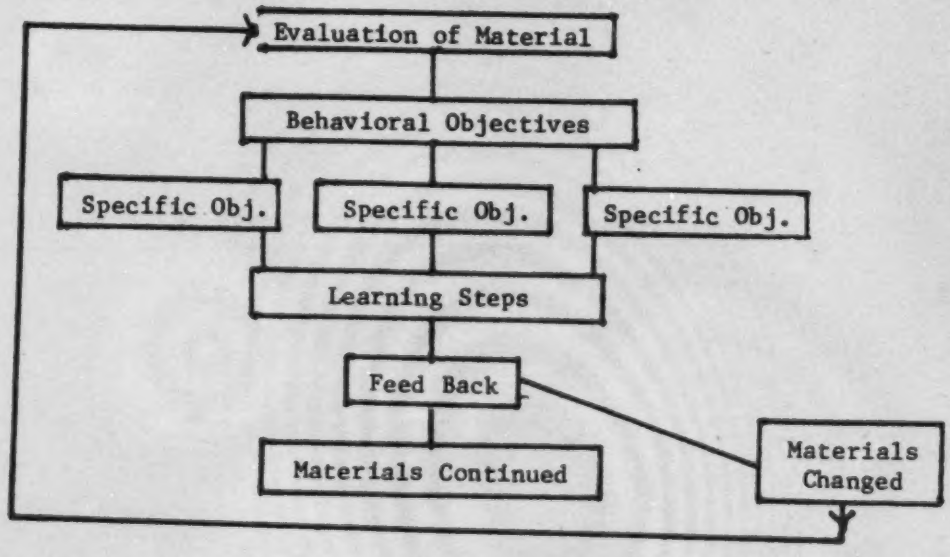
Behavioral Objective: 13.3.2.3 The trainee will be able to apply a form of systems analysis including flow charting to the analysis of a specified curriculum related problem.

Enabling Activities	*Resources*	*Comments*
In previous activities you gained some rather general skills relevant to utilizing systems analysis in solving curriculum related problems. In this section you are to refine these skills and apply them to relatively specific curriculum problems. The following activities will aid you in refining these skills.		
13.3.2.3.A In Resource File 13.3.2.3.A, you will find a case study describing a specific curriculum problem. Write a short paper discussing how systems analysis can be applied to the problem.	Resource file 13.3.2.3.A McIntyre, R.B. Evaluation of Instructional Materials and Programs: Application of a System Approach. Exceptional Children, November, 1970, pp. 213-220.	
13.3.2.3.B Draw a flow chart illustrating the solution to the problem stated above.	13.3.2.3.B Resource file 13.3.2.3.B	

Competency Component: 13.3.2 To assist the trainee in applying systems analysis to curriculum related problems.

Behavioral Objective: 13.3.2.3 The trainee will be able to apply a form of systems analysis including flow charting to the analysis of a specified curriculum related problem.

Activity No.	*Evaluation Criteria*
13.3.2.3.A	The trainee was to read the reference in Resource File 13.3.2.3.A An example of a problem that might be cited is to find to what extent materials are meeting the needs of a particular child. The following criteria should be met in the evaluation of material: (1) Educational objectives should be clearly specified. (2) Range and type of children should be specified (intellectual level, handicaps). (3) Teacher competencies and degree of teacher involvement should be described.
13.3.2.3.B	As an additional part to this activity, the trainee was asked to design a flow chart that would exemplify his action.



The above problem is to be considered as an example only and is not to be taken as the answer to this activity.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 13.0 Advising / Curriculum

Competency 13.4 A curriculum consultant should be capable of developing a plan of action for resolving curriculum problems.

December 1973

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Division of Training

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 13: Advising / Curriculum

MODULE ELEMENT SCOPE

This module is designed to aid you in the acquisition of skills in developing a plan of action for resolving curriculum problems. The first part of this element concerns the identification of resources available to teachers and administrators for resolving curriculum problems. The last section concerns planning strategies. Activities in this last section contain information on task analysis, system analysis, as well as planning skills involving the specification of objectives, planning skills involving the specification of objectives, evaluation, and follow through.

MODULE ELEMENT SPECIFICATIONS:

Competency 13.4 A curriculum consultant should be capable of developing a plan of action for resolving curriculum problems.

Competency Components:

13.4.1 To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

13.4.2 To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT		Cross Reference
			13.4.1.1	The trainee will be able to identify resource persons and facilities available within the school district appropriate for resolving curriculum related problems.	
			13.4.1.2	The trainee will be able to identify agencies, facilities, and individuals within the community as potential resources for resolving curriculum related problems.	
			13.4.1.3	The trainee will be able to demonstrate the value of professional literature as a resource for resolving curriculum related problems.	
			13.4.2.1	The trainee will be able to apply task analysis procedures to a simulated curriculum related problem.	
			13.4.2.2	The trainee will be able to demonstrate planning skills including the specification of objectives, evaluation procedures, and follow-through in using advisement as a process in resolving curriculum related problems.	
			13.4.2.3	The trainee will be able to apply systems analysis techniques including flow charting to advisement resolutions of simulated curriculum related problems.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

13.4.1.1.A

13.4.1.1.C

13.4.1.2.A

13.4.1.3.A

13.4.1.3.B

13.4.2.1.A

13.4.2.1.C

13.4.2.1.E

13.4.2.2.A

13.4.2.2.B

13.4.2.2.C

13.4.2.2.D

13.4.2.2.F

13.4.2.3.A

13.4.2.3.B

13.4.2.3.C

13.4.2.3.D

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

13.4.1 To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

Behavioral Objectives:

13.4.1.1 The trainee will be able to identify resource persons and facilities available within the school district appropriate for resolving curriculum related problems.

13.4.1.2 The trainee will be able to identify agencies, facilities, and individuals within the community as potential resources for resolving curriculum related problems.

13.4.1.3 The trainee will be able to demonstrate the value of professional literature as a resource for resolving curriculum related problems.

Competency Component: 13.4.1 To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

Behavioral Objective: 13.4.1.1 The trainee will be able to identify resource persons and facilities available within the school district appropriate for resolving curriculum related problems.

Enabling Activities	*Resources*	*Comments*
As a curriculum consultant, you are not the only source available to individuals encountering curriculum problems. In order to maximize your efficiency in your role, you must be able to make adequate use of other resource persons and facilities within the school district. But, in order to do this, you must be aware of these services. Thus, the purposes of the following activities are to aid you in identifying resources, persons and facilities available within the school district. 13.4.1.1.A In Resource File 13.4.1.1.A you will find a list of resource persons and facilities available within most school districts of any substantial size as well as a few rather specific jobs and facilities. Take this list and research the literature for materials discussing the role and services provided by these persons or facilities. Fill out an index card on each of the listings including the following information: 1) Name of job or facility 2) Role of and services provided by the facility	Resource file 13.4.1.1.A List of Resources and Facilities within the School District Access to Library 1. Diagnostic Cinics 2. Diagnostic Prescriptologist 3. Crisis Teachers 4. Reading Specialists 5. Social Worker 6. School Psychologist 7. Area Specialist (Similar to Curriculum Consultant but in area of Social Studies) 8. Itinerant Teachers 9. Reading Clinic 10. School Nurse 11. Speech Pathologist	I.M. #13.4, Page 9

Behavioral Objective *Continued:*

13.4.1.1.A (continued)

3) General requirements to receive the benefits of the facility (if any)
4) General procedures for referral

13.4.1.1.B

For each of the persons or facilities described in the list in Resource File 13.4.1.1.B, think of at least one curriculum problem for which it would be an appropriate referral. Briefly justify your reasoning.

13.4.1.1.C

In Resource File 13.4.1.1.C, you will find a list of curriculum related problems which might best be handled by a resource person in the school district, other than yourself. After reading each problem, suggest possible resource persons or facilities from the list you were given in Resource File 13.4.1.1.A. In some cases, more than one agency or resource person might be an appropriate referral. If so, list all of these. However, if more than one referral is appropriate, discuss the advantages and disadvantages of the alternatives.

12. Guidance Counselor
13. Media Specialist
14. Resource Rooms
15. Guidance Center
16. Vocational Adjustment Counselor
17. Vocational Rehabilitation

Resource file 13.4.1.1.B

Resource File 13.4.1.1.C

Competency Component: 13.4.1 To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

Behavioral Objective: 13.4.1.1 The trainee will be able to identify resource persons and facilities available within the school district appropriate for resolving curriculum related problems.

Activity No.	*Evaluation Criteria*
13.4.1.1.A	In this activity the trainee was asked to fill out an index and on each of the listings contained in Resource File 13.4.1.1.A The following information should be filed: 1. Name of job or facility 2. Role of and services provided by the facility 3. General requirements to receive the benefits of the facility (if any) 4. General procedures for referral The following is an example of what the trainee should cite: 1. Name: Speech Therapy 2. Role: To aid the children in better communication and to provide in-service education to teachers and parents. 3. General requirements for services--school pupil that has a speech handicap of some nature. 4. General procedures for referral: Referral forms given to each teacher at the beginning of the school year--filled out and given to speech therapist.
13.4.1.1.B	In this activity the trainee was asked to think of at least one curriculum related problem for which referral is appropriate. Resource File 13.4.1.1.C will be an excellent aid in evaluating this activity as it contains several curriculum related problems which require referral.
13.4.1.1.C	The trainee is asked to read Resource File 13.4.1.1.C to determine which,if any, of the curriculum resource problems require the services listed in Resource File 13.4.1.1.A. This activity is basically an expansion of the above and requires no further evaluation criteria.

Competency Component: 13.4.1 To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

Behavioral Objective: 13.4.1.2 The trainee will be able to identify agencies, facilities, and individuals within the community as potential resources for resolving curriculum related problems.

Enabling Activities	*Resources*	*Comments*
In the previous sections work you were to identify possible resources within the school district which would aid you or your client in handling curriculum related problems. In this section you are to handle another valuable source of aid for curriculum related problems. These are agencies within the community. 13.4.1.2.A In resource File 13.4.1.2.A, you will find a list of public and private agencies or facilities which deal with problems or areas related to special education. Go to the library or IMC and identify pamphlets or other materials which describe the services provided by these facilities or agencies. For some of these agencies it might be necessary to write the agency for this information. After reading this material, fill out a 3 by 5 index card for each agency containing the following information: 1. Name of the facility or agency 2. Current address of a main branch of the facility or agency 3. A brief description of the	Resource File 13.4.1.2.A List of Community Agencies Access to Library	

13.4.1.2.A (continued)

services provided by the agency
4. Any other pertinent information

13.4.1.2.B

Most of the agencies or facilities listed in Resource File 13.4.1.2.A will have local branches or offices. Look up the phone number and address of each of the local branches or facilities in your home town or in a city in which you intend to practice. Record this information on the back of the index cards you developed in activity 13.4.1.2.A.

13.4.1.2.C

Prepare an annotated list of these <u>local</u> agencies suitable for dissemination to special education, the teachers or others desiring their services.

Competency Component: 13.4.1 To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

Behavioral Objective: 13.4.1.2 The trainee will be able to identify agencies, facilities, and individuals within the community as potential resources for resolving curriculum related problems.

Activity No.	*Evaluation Criteria*
13.4.1.2.A	The trainee was asked in this activity to fill out an index card on each of the listings contained in Resource File 13.4.1.2.A 1. Name of job or facility 2. Current address or main branch of the facility or agency 3. A brief description of the services provided by the agency 4. Any other pertinent information The following is an example of the type of responses the trainee should make: 1. Name: Cerebral Palsy Clinic 2. Address will vary with the individual community. 3. Role: Responsible for the education, health and welfate of children who have cerebral palsy. Provide out-service education for parents, schools and community. 4. Any other pertinent information: e.g.(child seems to be hostile in addition to the cerebral palsy condition).

Competency Component: 13.4.1. To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

Behavioral Objective: 13.4.1.3 The trainee will be able to demonstrate the value of professional literature as a resource for resolving curriculum related problems.

Enabling Activities	*Resources*	*Comments*
In the previous section, you have developed referral sources other than yourself which can aid in solving curriculum related problems. In this section, you will examine an often untouched source of valuable information - professional literature. The activities described below should enable you to utilize this valuable source more effectively. 13.4.1.3.A In Resource File 13.4.1.3.A, you will find a list of journals which publish articles relevant to curriculum problems. Go to the library and familiarize yourself with these journals. After you feel fairly well acquainted with them, answer the following questions: 1) Which journals are available at your campus library? 2) What years or issues are available? 3) What type of articles do each of these journals	Resource File 13.4.1.3.A List of Journals Access to Library	

13.4.1.3.A (continued)

publish (data-based paper, theories of instruction, techniques, reviews of the literature, etc.)

13.4.1.3.B

In the resource column you will find references to two articles discussing a very common curriculum related problem, "discipline". Read each of the articles carefully and then briefly discuss the viability of using these articles or similar articles in aiding teachers in handling discipline problems.

13.4.1.3.C

Discipline is not the only area in which the professional literature can be of value in solving or preventing curriculum related problems or topics. In Resource File 13.4.1.3.C you will find a list of curriculum problems on which much professional literature exist. Locate at least five sources for each of these problems or topics. Read and annotate at least two sources but of every five in each area.

Resource File #13.4.1.3.B

Kaplan, B.L. Classroom discipline is more than technique. Elementary School Journal, 73, 1973, 244-290.

Purkey, W.W. & Avila, D. Classroom discipline: A new approach. Elementary School Journal, 71, 1971, 325-328.

Behavioral Objective *Continued:*

13.4.1.3.D

Write a short paper demonstrating the value of professional literature for solving curriculum problems commonly encountered by teachers. This paper should be written in easy language with examples and be sufficient enough for dissemination to classroom teachers.

Competency Component: 13.4.1 To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

Behavioral Objective: 13.4.1.3 The trainee will be able to demonstrate the value of professional literature as a resource for resolving curriculum related problems.

Activity No.	*Evaluation Criteria*
13.4.1.3.A	In this activity the trainee was asked to read over the list of journals contained in Resource File 13.4.1.3.A and then to visit the library in an attempt to familiarize himself(herself) with the available journal. Library resources will dictate the extent to which this assignment can be completed. To complete this assignment they should answer as completely as possible the following questions: 1. Which journals were available at your campus library? 2. What years or issues are available? 3. What type of articles do each of these journals publish(data-based, techniques, etc.)?
13.4.1.3.B	The trainee was asked to read the references contained in Resource File 13.4.1.3.B: Kaplan, B.L. Classroom discipline is more than technique. Elementary School Journal, 1973, 73, 244-290. Purkey, W.W. and Avila, D. Classroom discipline: a new approach. Elementary School Journal, 1971, 71, 325-328. Long, N.J., Morse, W.C, and Newman, R.G. Conflict in the Classroom: The Education of Emotionally Disturbed Children. California: Wadsworth Publishing Co. Inc., 1966, 352-363. The points made by the authors of the latter source listed may be helpful in evaluating this activity: Basically the authors detail four major techniques for handling behavior: 1. Permitting behavior--spelling out the limits of not only what kids cannot do but what kids can do 2. Tolerating behavior-- tolerating behavior within the classroom because of a child's initial attempts at social or academic efforts. 3. Interfering with behavior-- refers to techniques for stopping behavior that may be contagious, e.g. planned, ignoring, or signal interference.

Competency Component: 13.4.1 To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

Behavioral Objective: 13.4.1.3 The trainee will be able to demonstrate the value of professional literature as a resource for resolving curriculum related problems.

Activity No.	*Evaluation Criteria*
13.4.1.3.B (continued)	4. Preventive planning--classroom procedures and social-emotional climate that meets the individual interacts and needs of each child.
13.4.1.3.C	The trainee was asked to read Resource File 13.4.1.3.C which lists several curriculum problems. He was asked to locate at least 5 sources for each of these problems or topics. At least 2 of the 5 sources should be annotated. The Instructor should check to be sure that sources used are appropriate for selected topics.
13.4.1.3.D	In this activity the trainee was asked to write a brief paper demonstrating the value of the literature in solving curriculum problems encountered by the teacher. This should be evaluated in terms of its logic and completeness.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

13.4.2 To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

Behavioral Objectives:

13.4.2.1 The trainee will be able to apply task analysis procedures to a simulated curriculum related problem.

13.4.2.2 The trainee will be able to demonstrate planning skills including the specification of objectives, evaluation procedures, and follow-through, in using advisement as a process in resolving curriculum related problems.

13.4.2.3 The trainee will be able to apply systems analysis techniques including flow charting to advisement resolutions of simulated curriculum related problems.

Competency Component: 13.4.2 To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

Behavioral Objective: 13.4.2.1 The trainee will be able to apply task analysis procedures to a simulated curriculum related problem.

Enabling Activities	*Resources*	*Comments*
As a curriculum consultant, it will be necessary for you to develop planning strategies applicable to the process of resolving curriculum problems through advisement. One technique which will help you in developing these skills is task analysis. The activities in this section will introduce you to task analysis as well as provide you with the skills to apply task analysis procedures to a simulated curriculum related problem. 13.4.2.1.A In resource column under 13.4.2.1.A you will find references to two articles discussing task analysis. After reading these two articles briefly answer each of the following questions: 1) What is task analysis? Briefly define it in your own words. 2) What procedures are involved in task analysis? 3) What are some of the advantages and disadvantages of task analysis?	Resource file 13.4.2.1.A Caruso, J., & Nesmick, L.B. Task structure and transfer in children's learning of double classification skills. Child Development, 43, 1972, 1297-1307. Sherill, J.L. Analysis approaches in institutional design. Educational Technology, 12, 1972, 42-45.	I.M. #13.4, Page 21

Behavioral Objective *Continued:*

13.4.2.1.C In Resource File 13.4.2.1.C, you will find an example of task analysis applied to a simple math lesson. Read this article carefully and then apply these procedures to the teaching of time to a young child.	Resource file 13.4.2.1.C Access to Library Frank, A.R. Breaking down learning tasks: A sequence approach. Teaching Exceptional Children, 6, 1973, 16-19.	See Resource File for a list of Journals.
13.4.2.1.D Can you think of other problems in which task analysis could be useful? Give three examples of these problems and perform a task analysis on them. Submit this analysis to your instructor for approval.		
13.4.2.1.E In Resource File 13.4.2.1.E, you will find a simulated curriculum related problem. Use task analysis to provide your advisee with a step-by-step solution to this problem.	Resource file 13.4.2.1.E Simulated Curriculum Problem in Which Task Analysis Would be Appropriate	

Competency Component: 13.4.2 To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

Behavioral Objective: 13.4.2.1 The trainee will be able to apply task analysis procedures to a simulated curriculum related problem.

Activity No.	*Evaluation Criteria*
13.4.2.1.A	The trainee was asked to read the resources outlined in 13.4.2.1.A and be able to answer the following questions: 1. What is task analysis? 2. What procedures are involved in task analysis? 3. What are some advantages and disadvantages of task analysis?
13.4.2.1.B	The trainee was asked to go to the library, find as many journals that relate to task analysis, prepare a bibliography, annotating at least three of the sources. This assignment should be evaluated in terms of the journals identified and their pertinence to the subject of task analysis.
13.4.2.1.C	In this activity the trainee was asked to read the reference in Resource File 13.4.2.1.C and apply the outline procedures to the teaching of time to a young child. The evaluation of this activity could be done through a micro-teaching experience, video-tape or audio-tape feedback procedure.
13.4.2.1.D	Here the trainee was asked to engage in divergent thinking in terms of generating several problems. The trainee was asked to list three of these problems and and to perform a task analysis on them. They are to be submitted to the instructor for approval. They should be evaluated in terms of appropriateness for task analysis procedure and the correct application of task analysis.
13.4.2.1.E	The trainee was asked to apply task analysis procedures to a simulated curriculum problem found in Resource File 13.4.2.1.E. The evaluation procedures for this activity are similar to those utilized in 13.4.2.1.D.

Competency Component: 13.4.2 To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

Behavioral Objective: 13.4.2.2 The trainee will be able to demonstrate planning skills including the specification of objectives, evaluation procedures, and follow-through in using advisement as a process in resolving curriculum related problems.

Enabling Activities	*Resources*	*Comments*
Developing an appropriate plan of action is considered a basic necessity in most of the areas of social service. Teachers, social workers, rehabilitation counselors, are all required to develop plans. Likewise, it is essential that curriculum consultants have a thorough plan of action when they enter an advisement situation. Ideally this plan should include step-by-step procedures for each stage of the advisement process including the activities specified in this section of the module. They are aimed at providing you with these basic planning skills. 13.4.2.2.A After you have identified a problem in an advisement situation, it will be necessary for you to specify the objectives you hope to accomplish in the situation. This specification of objectives is the first step in the development of your advisement plan. Wherever possible it is suggested that the objectives you develop should be stated in behavioral terms to aid in the evaluation of your objectives. In Resource File 13.4.2.2.A, you will find a 25 question quiz which is designed to assess your knowledge of	Resource File 13.4.2.2.A Series of Sources and Activities for Writing Behavior Objectives	I.M. #13.4, Page 24

13.4.2.2.A (continued)

behavioral objectives. Answer this quiz and submit it to your instructor for approval. If you have a 90% or above, procede to activity 13.4.2.2.B. If not, read the sources in resource file #13.4.2.2.A and then retake the quiz.

13.4.2.2.B

In Resource File 13.4.2.2.B, you will find a list of action verbs which will be useful to you in writing behavioral objectives. Using this list write one objective utilizing each verb on the list. The objective should be relevant to curriculum advisement situations.

13.4.2.2.C

If you have written your objectives in behavioral form, terminal evaluation should be quite easy. However, evaluation should be an ongoing process involving the systematic feedback on the curriculum problem throughout the advisement situation. In the resource column under 13.4.2.2.C, you will find a list of techniques which could aid you in evaluating your advisees progress toward the terminal objectives. Briefly discuss the usefulness of each of these techniques in a separate paragraph.

Resource File 13.4.2.2.B

List of Action Verbs

Resource File 13.4.2.2.C

List of Techniques

1) Observation
2) Teacher Self-Report
3) Report of others
4) Measurement
5) System Analysis
6) Task Analysis

13.4.2.2.C (continued)

two. Submit these answers to your instructor for approval. He will provide additional resources and activities if you should demonstrate the need.

13.4.2.2.D

Your feedback procedures should provide you with information as to the "state of the advisement situation". If all is not going well it will be necessary for you to revise your plan and provide alternative solutions to the problem. However, even if all appears to be going well, it is necessary to followup on an advisement situation before final case closure. Generally case closure entails two aspects:

1) a final evaluation
2) a final case conference

In Resource File 13.4.2.2.D, you will find a List of Procedures for Followup and Case Closure. Read this list carefully and then develop a hypothetical advisement problem nearing completion. Using the list from file 13.4.2.2.D, discuss how you would bring your case to closure.

13.4.2.2.E

The advisement process involves the following:

Resource File 13.4.2.2.D.

List of Procedures for Followup and Case Closure

13.4.2.2.E (continued)

1) Identification of a Problem. This generally occurs through referral or identification during routine visits.
2) Clarification of Problems. This is the specification of the nature and the extent of the curriculum problem. Also, at this time, it is necessary to establish adequate rapport with the advisee.
3) Specification of Case Objectives. This is the specification of the terminal objectives for the advisement situation.
4) Followup. This involves the systematic gathering of feedback on advisement situations. During this time it might be necessary to devise alternative solutions to situations which are not proceeding as planned.
5) Final Evaluation and Case Closure. Develop a standard form for devising an advisement

13.4.2.2.E (continued)

plan based on the five above mentioned steps in the advisement process.

13.4.2.2.F.

In Resource File 13.4.2.2.F, you will find a hypothetical curriculum problem. Using the planning skills you developed in the previous activity, develop a hypothetical plan and follow it through to case closure.

Resource File 13.4.2.2.F

Competency Component: 13.4.2 To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

Behavioral Objective: 13.4.2.2 The trainee will be able to demonstrate planning skills including the specification of objectives, evaluation procedures, and follow-through in using advisement as a process in resolving curriculum related problems.

Activity No.	*Evaluation Criteria*
13.4.2.2.A	The trainee was asked to answer questions pertaining to behavioral objectives on a quiz containing 25 questions with 90% accuracy. If the trainee does not complete the quiz with at least 90% accuracy, he should be directed to read the optional reference and retake the quiz.
13.4.2.2.B	In this activity the trainee was asked to use the list of action verbs found in Resource File 13.4.2.2.B to write one objective utilizing each verb on the list. The objective should be analyzed using the criteria of Mager which has at least the following conditions: 1. conditions 2. desired behavior 3. criteria for evaluation
13.4.2.2.C	The trainee was asked to utilize the information provided in Resource File 13.4.2.2.C as a basis for writing a paragraph concerning the efficaciousness of each technique listed. The following examples should be helpful in evaluating this assignment. 1. Did the individual ascertain the various components of interaction, i.e. an ecological strategy? 2. Were each of these interactions identified in terms of main effects? 3. What measurement tools were employed? 4. Who analyzed the process? 5. Were the procedures systematic? 6. Did he follow the correct procedures of task analysis?
13.4.2.2.D	The trainee was asked to identify and develop a hypothetical situation in which the following procedures were to be employed. Each trainnee's response will depend upon the unique and varied contrived situations. The following format should be appropriated in completing the above assignment:

Competency Component: 13.4.2 To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

Behavioral Objective: 13.4.2.2 The trainee will be able to demonstrate planning skills including the specification of objectives, evaluation procedures, and follow-through, in using advisement as a process in resolving curriculum related problems.

Activity No.	*Evaluation Criteria*
13.4.2.2.D (continued)	1. Did the trainee identify the situation in which follow-up was necessary? (if more than one follow-up situation was identified, did the trainee provide specific steps to be employed to ameliorate the problem)? 2. Did the trainee descuss the various alterations that could have been implemented in the follow-up process? (again, if more than one follow-up situation was identified, did the trainee provide alternatives for those cited)? 3. Did the trainee discuss ways to provide closure in relation to the identified problems? 4. Did the trainee develop the activity in a systematic fashion?
13.4.2.2.E.	The trainee was asked to develop a standard form for evaluating and advisement plan based on the five basic steps involved in the advisement process. This assignment should be evaluated on its completeness and adherence to the advisement plan.
13.4.2.2.F	In this activity the trainee was asked to read the hypothetical curriculum problem cited in Resource File 13.4.2.2.F and develop a hypothetical plan and follow it through to case closure. This activity should be evaluated following the format outlined in 13.4.2.2.D.

Competency Component: 13.4.2 To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

Behavioral Objective: 13.4.2.3 The trainee will be able to apply systems analysis techniques including flow charting to advisement resolutions of simulated curriculum related problems.

Enabling Activities	*Resources*	*Comments*
Systems analysis is a technique which has long been used in business in order to increase efficiency. These techniques might also be useful to curriculum consultants in advisement situations. The activities in this section are aimed at developing in you the ability to apply systems analysis techniques to curriculum related problems. 13.4.2.3.A In Resource File 13.4.2.3.A, you will find two books discussing the application of systems analysis to education. Skim or read each of these books and then complete the assignments listed below: 1) Define what is meant by the term systems analysis. 2) Outline the steps involved in systems analysis. Briefly explain each of these steps. 3) Write a brief paper discussing the advantages and disadvantages of systems analysis. Briefly discuss your opinions on the efficiency of	Resource File 13.4.2.3.A Andrew, G.M., & Moir, R.E. Information-Decision Systems in Education. Itasca, Illinois: Peacock, 1970. Tonner, C.K. Designs for Educational Planning: A Systemic Approach. Lexington, Massachusetts: Heath, 1971.	

13.4.2.3.A (continued)

this approach.

4) Write a paper discussing how systems analysis can be applied by curriculum consultants in advisement situations.

13.4.2.3.B

In Resource File 13.4.2.3.B, you will find a paper describing the use of flow charts. Read this short paper and briefly describe how this procedure might be useful in describing and analyzing curriculum problems.

13.4.2.3.C

Go to the library and identify as many sources as you are able relative to the application of systems analysis to education.

13.4.2.3.D

In Resource File 13.4.2.3.D, you will find a case study describing a specific curriculum problem. Write a brief paper suggesting how systems analysis can be applied to this problem.

Resource File 13.4.2.3.B

Rosenblatt, S.B., Bonnington, R.L., & Needles, B.E. Modern Business: A Systems Approach. Boston: Houghton Mifflin. 46-47.

Resource File 13.4.2.3.C

Access to Library

Resource File 13.4.2.3.D

Behavioral Objective . Continued:

13.4.2.3.E

Draw a flow chart illustrating how systems analysis was applied to the simulated problem in Resource File 13.4.2.3.C.

Competency Component: 13.4.2 To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

Behavioral Objective: 13.4.2.3 The trainee will be able to apply systems analysis techniques including flow charting to advisement resolutions of simulated curriculum related problems.

Activity No.	*Evaluation Criteria*
13.4.2.3.A 13.4.2.3.B 13.4.2.3.C 13.4.2.3.D 13.4.2.3.E	These activities were analyzed in competency component 13.3.2; behavioral objectives 13.3.2.1, 13.3.2.2, 13.3.2.3.